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ABSTRACT

This final report presents a description of a 3-year project to develop and implement a model training program (for special education personnel, park and resource management personnel, and parents of disabled children) designed to promote outdoor environmental education for disabled children. The project conducted 22 training workshops (2-5 days) in which a total of 906 persons in 13 Southeastern states participated. Inservice training programs served an additional 300 persons. Among project recommendations were the need for increased federal funding to support the planning, implementation, and operation of outdoor education for handicapped persons; the need for increased learning experiences through use of the outdoor environment; and the need for cooperation and coordination among federal, state, and local agencies. Appendices (the major portion of the document) present information on: a systems model for outdoor education program design and development; identified competencies for educators, parents, and park personnel; workshop implementation schedules; workshop participants; regional divisions of model training sites; model site selection criteria; topics covered by the model sites training program; supplemental activities; project brochures; and evaluation instruments. (CB)

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FINAL REPORT

PROJECT NO. 029JH50045
GRANT NO. G008301695

U.S. DEPARTMENT OF EDUCATION
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DEVELOPMENT AND IMPLEMENTATION OF A MODEL TRAINING PROGRAM TO ASSIST SPECIAL EDUCATORS, PARKS AND RESOURCE MANAGEMENT PERSONNEL AND PARENTS TO COOPERATIVELY PLAN AND CONDUCT OUTDOOR/ENVIRONMENTAL EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN AND YOUTH

AUGUST, 1986

EC193442

U.S. DEPARTMENT OF EDUCATION
Office of Special Education Programs
Division of Personnel Preparation

ABSTRACT

The primary purpose of this project was to develop and implement a model training program to assist in the cooperative planning and implementation of outdoor/environmental education programs for handicapped children and youth. Special educators, park and resource management personnel and parents in 13 southeastern states and the District of Columbia were trained using the model training program.

The project conducted a total of 22 training workshops ranging in length from 2 to 5 days. A total of 906 special educators, park and resource management personnel and parents participated in these workshops. In addition to this figure, approximately 300 others were served at a variety of inservice training programs conducted by the project staff.

Data relating to specific project objectives were collected and frequency distributions and mean scores compiled for each objective.

The project was administered by the University of Kentucky Center for Professional Development. Dissemination activities included: 1) the final project report, 2) a project brochure, 3) newsletters, 4) production of audio-visual programs, and 5) presentations at professional, parent and community meetings and conferences.

FINAL REPORT

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DEVELOPMENT AND IMPLEMENTATION OF A MODEL TRAINING PROGRAM TO ASSIST SPECIAL EDUCATORS, PARKS AND RESOURCE MANAGEMENT PERSONNEL AND PARENTS TO COOPERATIVELY PLAN AND CONDUCT OUTDOOR/ENVIRONMENTAL EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN AND YOUTH

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AUGUST, 1986

The project reported herein was performed pursuant to a grant with the Office of Special Education Programs, U.S. Department of Education, Division of Personnel Preparation. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent Office of Education position or policy.

U.S. DEPARTMENT OF EDUCATION

Office of Special Education Programs
Division of Personnel Preparation

TABLE OF CONTENTS

Chapter		Page
1.	INTRODUCTION, RATIONALE, PURPOSE OF THE STUDY	1
	Introduction	
	Rational and Purpose of the Study	1
2.	PROJECT ORGANIZATION, APPROACH AND MANAGEMENT	3
3.	PROCEDURES AND METHODOLOGY	7
4.	RESULTS	14
	Information Dissemination	14
	Project Brochure	14
	Newsletter	14
	Staff Presentations	14
	Attendance at State and National Conferences/Meetings	15
	Audio-Visual Slide Programs	15
	Other Results	15
5.	RECOMMENDATIONS	16
	BIBLIOGRAPHY	17
	APPENDICES	19
A.	SYSTEMS MODEL FOR OUTDOOR EDUCATION PROGRAM DESIGN AND DEVELOPMENT NARRATIVE	20
B.	IDENTIFIED COMPETENCIES FOR EDUCATORS, PARENTS AND PARK PERSONNEL	26
C.	AGENDAS FOR EACH WORKSHOP	30
D.	WORKSHOP IMPLEMENTATION SCHEDULE	78
E.	WORKSHOP SUMMARY CHART	80
F.	REGIONAL DIVISIONS OF MODEL TRAINING SITES ...	82
G.	MODEL SITES SELECTION CRITERIA	84
H.	EXAMPLES OF TOPICS COVERED BY THE MODEL SITES TRAINING PROGRAM	86

APPENDICES PAGE

I. SUPPLEMENTAL ACTIVITIES 88

J. PROJECT BROCHURE 90

K. COPIES OF THE NEW LEAF 92

L. SAMPLES OF EVALUATION INSTRUMENTS 135

M. FREQUENCY DISTRIBUTIONS AND MEANS 143

LIST OF FIGURES

Figure

1. PROJECT PERFORMANCE CHART YEAR 1 4

2. PROJECT PERFORMANCE CHART YEARS 2 AND 3 5

3. PROJECT ORGANIZATION 6

CHAPTER I

INTRODUCTION, RATIONALE, PURPOSE OF THE STUDY

Introduction

This final report presents a description of a three year project to develop and implement a model training program to assist special educators, park and resource management personnel and parents to cooperatively plan and conduct outdoor/environmental education programs for handicapped children and youth. The project was administered by the University of Kentucky Center for Professional Development with a grant from the United States Department of Education, Office of Special Education Programs, Division of Personnel Preparation.

This final report includes a synopsis of major project activities and represents an overview rather than a detailed discussion of the project. The narrative has been supplemented with appendix material for those interested in more detailed information.

Rationale and Purpose of the Project

Existing research indicates that the outdoor environment can provide a fertile medium for the physical, emotional, intellectual, and social development of the disabled child. The value of the outdoor environment as a therapeutic modality can be inferred from studies that have identified the positive effects of exploration, free play and the outdoor environment.

The effect of the outdoor environment on intellectual, cognitive, and language development has been investigated. The results of these studies indicates that benefits have accrued to the mentally handicapped, the visually and hearing impaired, and those persons with learning disabilities in improving communication and academic skills.

It is generally accepted that the lower self-concepts found among disabled children are due primarily to environmental factors related to the disability, and that self-attitudes can be enhanced through programs in which the environment is manipulated so that children are able to perceive themselves in positive ways. Similarly, in other areas of personality and social development, research indicates that environmental manipulation can be of benefit to the disabled child.

The out-of-doors is in fact an environmental classroom in which the pathways to learning are many. Within this environment, each person is an individual with a genetic number, family, education, and personal values which forever set him or her apart from others. American education can contribute greatly to the kinds of environmental learning opportunities needed by disabled persons, but the traditional school environment has limitations due to its formal process and specific facility perspectives.

The purpose of this project was to develop, evaluate, and disseminate a model personnel training and program for special education personnel, park and resource management agency personnel and parents of disabled children to promote and develop outdoor environmental education as an accepted and appropriate educational goal for all disabled children and youth in Kentucky and the southeastern states of Tennessee, Mississippi, Georgia, Alabama, North and South Carolina, Florida, Louisiana, West Virginia, Arkansas, Virginia, and Maryland. The inservice training program developed and implemented was designed to provide state park personnel, special educators and parents with the attitudes, knowledge and competencies needed to cooperatively design and implement outdoor/environmental education programs for all disabled students.

The overall goal of the project was to plan and implement an outdoor/environmental education inservice training program for special education personnel, park and resource management personnel and parents of disabled children from Kentucky and twelve other southeastern regional states, including the seven Tennessee Valley Authority (TVA) states. The major objectives for the project were:

1. To develop and implement a model outdoor environmental education training program for special education personnel, parents of disabled children and park and resource management personnel in Kentucky

2. To replicate Kentucky's outdoor/environmental education training model in the twelve other southeastern states

3. To develop and implement strategies for national dissemination of project information and training resources

4. To develop and implement a comprehensive evaluation plan and design

CHAPTER 2

PROJECT ORGANIZATION, APPROACH AND MANAGEMENT

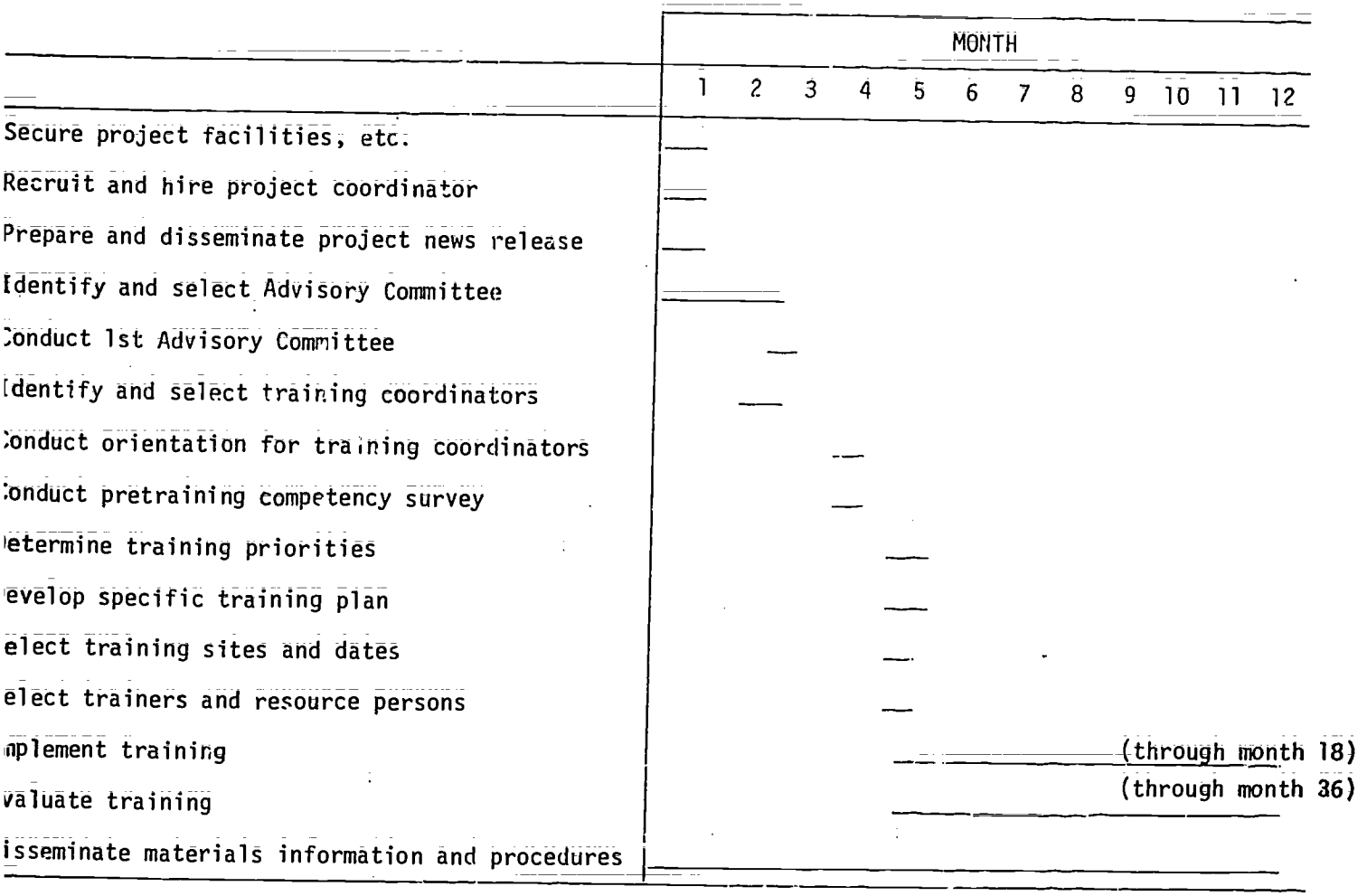
The work tasks delineated for the project were designed for completion within a period of 36 months from the date of funding on June 1, 1983. In carrying out the work, a developmental management by objective approach was utilized. Each major objective comprising the work scope of the project was broken down into sub-objectives and tasks to achieve each sub-objective were identified. A Project Performance Schedule depicting major tasks in a time line sequence was prepared and served as the framework for implementing and carrying out the work tasks.

A significant feature of the project was a cooperative approach which utilized the expertise of a major university (the grantee); the Kentucky Department of Parks; and the Tennessee Valley Authority (TVA) at Land Between the Lakes; and the Kentucky Department of Education, Office of Education for Exceptional Children. These cooperative relationships produced a synergistic effect that could not otherwise have been realized.

The Kentucky Department of Education provided additional funding for the project. This made possible the attendance at workshops of many teachers (substitute pay) and parents (reimbursement for respite) who otherwise would not have been able to attend.

Figures 1 and 2 on the following pages include the Project Performance Schedule and organization charts.

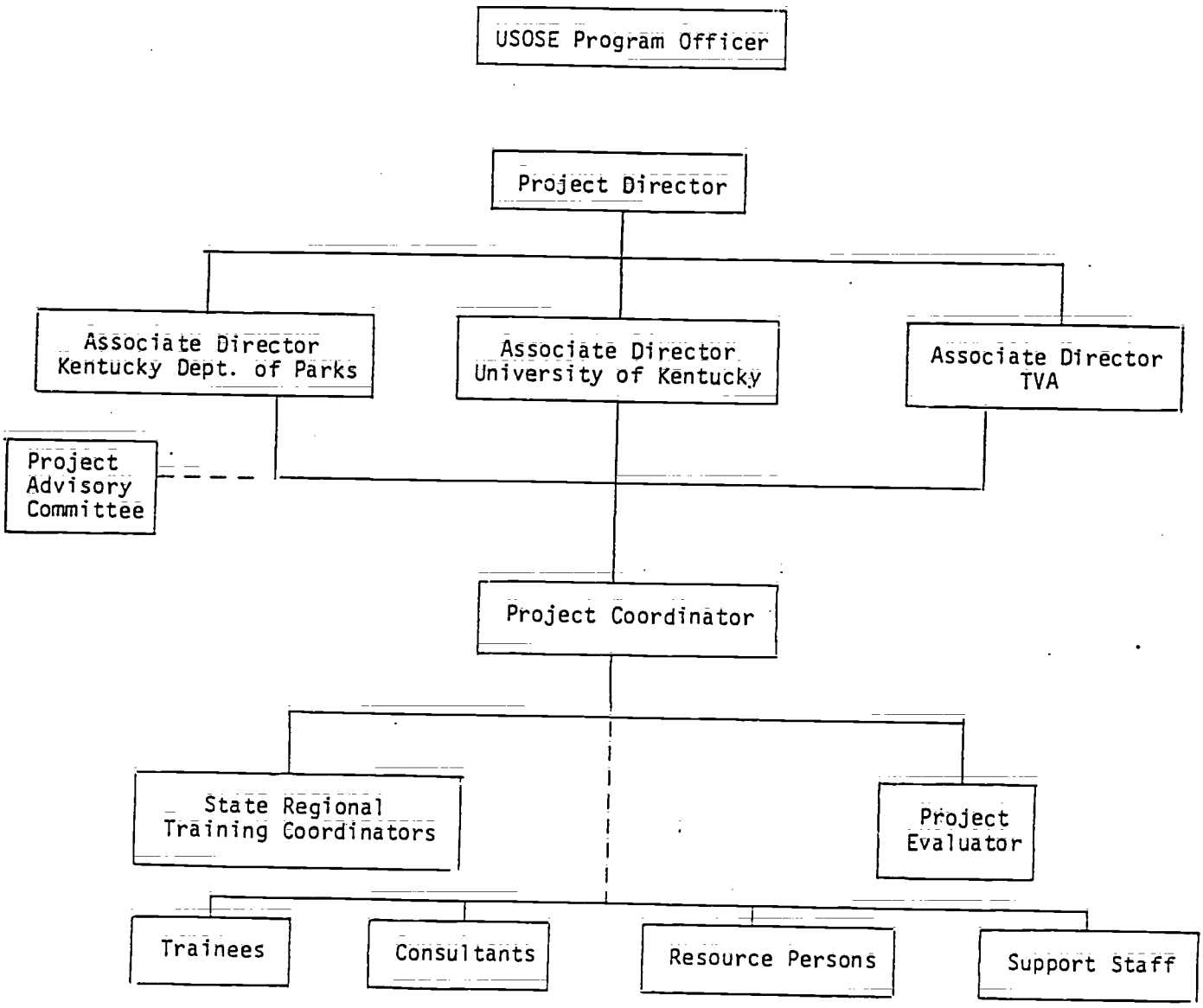
PROJECT PERFORMANCE SCHEDULE - YEAR 1



PROJECT PERFORMANCE SCHEDULE - YEARS 2 AND 3

	MONTH
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36
Identify and select training coordinators	—
Conduct orientation for training coordinators	—
Conduct pretraining competency survey	—
Determine training priorities	—
Develop specific training plan	—
Select training sites and dates	—
Select trainers and resource persons	—
Implement training	—
Evaluate training	—
Disseminate materials information and procedures	—

PROJECT ORGANIZATION CHART



CHAPTER 3

PROCEDURES AND METHODOLOGY

The design of the proposed project was based largely on the procedures, techniques and methods utilized for both the Full Spectrum Participation Project and the Outdoor Education for the Handicapped Project. However, the major activities of this project followed to a greater degree many of the same concepts and approaches contained in the Outdoor Education for the Handicapped Project's instructional program model. This particular model involves a systematic approach beginning with identification of needs and competencies and progressing through subsequent stages of planning, implementation, evaluation and dissemination.

The methodology for this project involved a series of developmental tasks designed to achieve each of the major project objectives: 1) to develop and implement a model outdoor/environmental education training program for special education personnel, parents of disabled children and park and resource management personnel in Kentucky, 2) to replicate Kentucky's outdoor/environmental education training model in the other 12 southeastern states, 3) to develop and implement strategies for national dissemination of project information and training resources and 4) to develop and implement a comprehensive evaluation plan and design.

Specific tasks delineated for each objective included the following:

1.0 To develop and implement a model outdoor/environmental education training program for special education personnel, parents of disabled children and park and resource management personnel in Kentucky.

1.1 Identify 8-10 geographic regions in Kentucky for conducting outdoor/environmental education training programs.

1.1.1 Conduct needs assessment to determine regional interest, capabilities, training site locations and available personnel.

1.1.2 Determine regions based on outcomes of needs assessment.

1.2 Identify regional planning and training

team members.

1.2.1 Contact key school district, agency, organization and park personnel to verify participation.

1.2.2 Recruit a minimum of one representative from each facilitator group of educators, parents and park and resource management personnel.

1.3 Design workshops for regional planning and training team members.

1.3.1 Conduct a needs assessment to determine regional training priorities.

1.3.2 Identify and recruit outside support and resource persons to assist with training workshop.

1.3.3 Determine training workshop site.

1.4 Implement workshops for regional planning and training team members.

1.4.1 Review, discuss and evaluate instructional program model materials and resources.

1.4.2 Identify potential school districts, agencies and parks to become involved in subsequent training workshops.

1.4.3 Identify possible personnel from each region to participate in training workshops.

1.4.4 Develop regional plan-of-action for implementing training workshop.

1.5 Conduct training workshop for selected community personnel from each region by regional training teams.

1.5.1 Review, discuss and evaluate instructional program model materials and resources.

1.5.2 Identify appropriate outdoor/ environmental program model to implement with disabled students.

1.5.3 Identify and secure resources, equipment, materials, and personnel

needed to implement outdoor/ environmental program.

1.5.4 Develop plan-of-action delineating roles, responsibilities and timelines.

1.5.5 Implement outdoor/environmental program.

2.0 To replicate Kentucky's outdoor/environmental education training model in the thirteen southeastern states

2.1 Identify state planning and training team members.

2.1.1 Contact state special education directors, state environmental education coordinators and state park department representatives to determine interest in serving as state training team members.

2.1.2 Verify commitment and support.

2.1.3 Conduct needs assessment to determine training priorities in each state.

2.2 Design 4 regional training workshops for state planning and training team members.

2.2.1 Establish training priorities by state and region.

2.2.2 Identify outside support and resource persons to assist with training workshops.

2.2.3 Determine workshop site.

2.3 Implement 4 regional workshops for state planning and training team members.

2.3.1 Review, discuss and evaluate instructional program model materials and resources.

2.3.2 Identify potential school districts, agencies and parks to receive subsequent training.

2.3.3 Identify possible personnel from each state to participate in training workshops.

2.3.4 Develop state plan-of-action for implementing training workshops.

2.4 Conduct training workshops for selected personnel from each state by state training teams.

2.4.1 Review, discuss and evaluate instructional progam model materials and resources.

2.4.2 Identify appropriate outdoor/ enironmental program model to implement with disabled students.

2.4.3 Identify and secure resources, equipment, materials and personnel needed to implement outdoor/ environmental program.

2.4.4 Develop plan-of-action delineating roles, responsibilities and timelines.

2.4.5 Implement outdoor/environmental program.

3.0 To develop and implement strategies for national dissemination of project information and training resources.

3.1 Establish a thirteen southeastern state training network for disseminating project information and resources.

3.2 Establish a project advisory committee comprised of key representatives from each state training team.

3.3 Identify and select an exemplary outdoor/environmental program model from each state to serve as a national demonstration and training site.

3.4 Present project training model at local, state and national conferences.

3.5 Conduct a national conference or symposium on outdoor/environmental program development for disabled

students.

4.0 To develop and implement a comprehensive evaluation plan and design

4.1 Determine evaluation priorities for each major component of the training project.

4.2 Implement evaluation procedures as an on-going activity throughout all major training componenets of the project.

Workshop Content and Design

Approach

The design, content and approach to the training workshops was essentially based on: (1) the instructional program model developed by the Outdoor Education for the Handicapped Project described in Appendix A (2) the identified competencies for educators, parents and park personnel described in Appendix B and (3) the individual needs specific to a region and/or state. The design of the training workshops also utilized a "train the trainers" type of approach. Since it was anticipated that at least 2400 persons would either participate in or benefit from the training programs, this type of approach was more realistic and practical. The establishment of a training network had been identified as a major activity of the project and will hopefully remain an important resource for others desiring similar training programs after project staff assistance is no longer available.

Content

It was proposed that the training workshops will be approximately 2 - 2 1/2 days in length, depending on the ability levels and needs of the participants. Trainees selected to participate in the training workshops represented the target groups of educators, parents and park and resource personnel emphasizing the cooperative approach to outdoor education program planning and development. The content of the workshops covered a broad range of subject areas and topics related to outdoor education program planning and

development for disabled students. Participants were also involved in a variety of activities and experiences designed to facilitate the use of the outdoor environment for conducting classroom programs. Examples of the topics presented are as follows:

- What is Outdoor Education
- Overview of State and Community Resources and Programs
- Exploring Environmental Values
- Adapting Field Activities for the Disabled Students
- Outdoor Education for Disabled Students
- Planning and Implementing Outdoor Education Programs for Disabled Students
- Resource Identification and Sharing

Agendas for each of the workshops conducted are contained in Appendix C.

In addition to these topics, the workshop agendas also covered:

1. A review, discussion and evaluation of the instructional program model;
2. Developing a plan-of-action for designing and implementing outdoor education programs for special education students in the school and/or community setting;
3. Training and orientation techniques for local community personnel; and
4. Program dissemination and evaluation strategies.

Over the 36 month span of the project, a total of 22 outdoor education workshops were planned and implemented. A copy of the workshop implementation schedule is contained in Appendix D. Of this number, 16 were introductory outdoor

education workshops; 2 were advanced training workshops; 2 were institutes and 2 were model site training workshops. A copy of the workshop summary chart is contained in Appendix E.

Another important component of this project was the model site training program. The model site training program was planned and designed to meet the needs expressed by many workshop participants for more advanced training on the individual school district level. This level of training initially involved the selection of a six-member training team from each selected school district in Kentucky. The regional site distribution is contained in Appendix F. A copy of the selection criteria is contained in Appendix G. For examples of topics covered by the model site training program, please refer to Appendix H.

During the course of the project, a number of supplemental activities evolved that were integral to the objectives of the project but were not included in the project design. The most significant of these activities included: 1) inservice training for educators; 2) inservice training for facility personnel; and 3) technical assistance in the planning and implementation of training programs conducted by other agencies and projects. A list and description of these activities is contained in Appendix I.

CHAPTER 4

RESULTS

The project produced numerous results in both tangible and intangible forms. This chapter provides an overview of what were considered to be the most significant results of the project. The chapter is divided into two sections, information dissemination and other results.

INFORMATION DISSEMINATION

The information dissemination plan was accomplished through the following means: 1) a project brouchure; 2) The New Leaf newsletter; 3) service by the project staff as presenters and trainers at inservice training programs and workshops; 4) attendance at state and national professional conferences and meetings; and 5) the production of two audio-visual slide programs developed for use as training meetings, workshops and conferences.

Project Brochure

The project brochure was designed to provide a synoptic view of the project. The brouchure was disseminated to over 3000 people during the 26-month span of the project. A copy of the project brochure is contained in Appendix J.

Newsletter

The New Leaf was designed to keep all interested persons up-to-date on past, present, and future project activities. In addition, space in the New Leaf was provided for news from other sources concerning outdoor education activities in their area. Approximately 1600 persons were on the New Leaf mailing list. Copies of the New Leaf are contained in Appendix K.

Staff Presentations

The project staff served as presenters or trainers at a variety of inservice training programs for educators, resource management personnel and other facility personnel. In addition, project staff provided technical assistance and served as trainers for outdoor education workshops conducted by other organizations. A list of these activities is contained in Appendix I.

Attendance at State and National Conferences/Meetings

Audio-Visual Slide Programs

Two audio-visual slide presentations were developed for use as a source of information pertaining to the project and the concept of outdoor education. These presentations were used at training meetings, workshops and conferences. It is estimated that over 4000 persons viewed these presentations.

OTHER RESULTS

It is not possible to measure the full impact and effect that the Outdoor Education for the Handicapped Project has had on educators, park and resource management personnel, and parents. Many of these people are in positions to influence the quantity and quality of outdoor education programs for the handicapped. During the course of the project, over 1200 individuals were directly involved with the project as participants at workshops, inservices, or as a result of staff presentations and an additional 3000+ were reached through the New Leaf, formal presentations, surveys and other project activities.

Evaluation of specific data related to specific objectives was obtained by the inclusion of each of the objective statements as part of the overall evaluation. A copy of the evaluation instruments used is contained in Appendix L.

The frequency of responses and the mean score for each objective statement were recorded. Frequency distributions and means for the overall evaluation of each workshop are contained in Appendix M.

CHAPTER 5

RECOMMENDATIONS

Based on the results of this project, a number of issues and problems were identified which warrant further study and action. Following is a brief description of those considered to be of greatest significance:

1. Analysis of the literature and research dealing with outdoor education for the handicapped suggests that outdoor education experiences provide the disabled with an opportunity for physical, emctional, intellectual, and social development. It can be further inferred that the effect of the outdoor environment can be beneficial in improving communication, academic skills, and in enhancing self-attitudes. There is a need for additional research to substantiate these inferences.

2. While there is general acceptance among professionals and parents of the value of outdoor education to the handicapped, many programs are being cut back or eliminated due to lack of funding. It is recommended that federal funding be made available to support the planning, implementation and operation of outdoor education for the handicapped programs.

3. Educators need to be made aware of the potential for increased learning experiences made available through use of the outdoor environment. The outdoor environment may very well represent the ultimate "least restrictive environment".

4. Cooperation and coordination of resources among federal, state and local agencies is needed to facilitate a comprehensive approach to providing opportunities to train educators, park and resource management personnel and parents in outdoor education.

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APPENDIX A

Systems Model for Outdoor Education Program Design and Development Narrative

Table I - Systems Model Narrative

1.0 Rationale

1.1 Prepare a written document that emphasizes the need for outdoor education programs within the school system. Include in the document a definition of outdoor education, the importance of outdoor education for the handicapped students, how outdoor education can be integrated into the existing school curriculum, and the importance of trained and aware personnel.

1.2 Identify resources to document need for outdoor education programs for the handicapped.

1.2.1 Book of Readings - Resource provided by Outdoor Education for the Handicapped Project

1.2.2 Outdoor Education/Recreation journals, periodicals and books - listed in bibliographies provided by Outdoor Education for the Handicapped Project or others as identified

1.2.3 Book of Case Studies - Resource provided by Outdoor Education for the Handicapped Project

1.2.4 Community resources - resources within the community such as state parks, school districts, municipal park and recreation departments, etc. that currently conduct outdoor education/recreation programs.

1.3 Prepare a rationale statement describing the importance of outdoor education for handicapped students within existing program or school system.

1.4 Prepare a list of goals and objectives that address the general anticipated outcomes of outdoor education programs within the school system or existing program.

1.5 What program goals do you want to accomplish? How?

1.6 How can students (both handicapped and non-handicapped) benefit from an outdoor education experience?

1.7 How can personnel be utilized for implementation?

2.0 Needs Assessment

2.1 Determine through review of literature and survey of existing programs the components needed for developing outdoor education programs.

2.1.1 What competencies are required to determine program design?

2.1.2 What techniques and approaches can be used to implement the program?

2.1.3 How can the program be integrated into the student's Individualized Education Program?

2.1.4 What tools or methods can be used to evaluate the overall effectiveness of the program?

2.2 What competencies or needs are required by various staff, parents and other personnel for developing and implementing outdoor education programs for handicapped students? (i.e., knowledge, awareness, attitudes, etc.)

2.2.1 School personnel - including administrators, supervisors, teachers, support staff, paraprofessionals

2.2.2 Parents - including parent groups, parent advocate groups, parent classroom aides

2.2.3 Park and Resource Management Personnel - including administrators, supervisors, outdoor education specialists, naturalists, architects, etc.

2.2.4 Other appropriate personnel as identified

2.3 Determine through observations, formal and informal testing and interviews the needs of students

2.3.1 Academic needs

2.3.2 Leisure/recreation needs

2.3.3 Physical needs

2.3.4 Social skill needs

2.3.5 Self-help skills

2.3.6 Other relevant needs

2.4 Identify and prioritize by group, the needs for students, personnel and program development.

2.5 Prepare a written document listing and summarizing the identified needs in priority by group.

3.0 Program Design and Development

3.1 Based on results of needs assessment, review resources identified in 1.2 to determine appropriate curriculum model or approach.

3.2 Refer to 1.2 for resources.

3.3 Select a curriculum model that reflects needs of students, personnel and program.

3.4 Can model be used in its existing form?

3.5 Proceed to Step 4.1.

3.6 Does the model selected require adaptation or modification before it can be used?

3.7 Proceed to Table II.

3.8 Prepare written curriculum.

3.9 Proceed to Table III.

4.0 Individualized Educational Program - Integration

4.1 Identify necessary skills (goals and objectives) for implementing the selected curriculum.

4.2 Based on the identified curricular skills, assess student's performance level through observations and/or formal testing.

4.3 Determine relationship and compatability of outdoor education curricular skill levels with results of needs assessment in 2.3.

4.4 Are assessment results congruent with curricular skill levels?

4.5 Review relationship and determine cause.

4.6 Determine long term goals based on results of need assessments.

4.7 Identify the short term objectives for each long term goal.

4.8 Each short term objective should be stated in terms of measurable student behavior and sequenced in developmental order.

4.9 Prepare Individualized Instructional Program that includes:
learning steps (task analysis)
instructional materials cues - teacher
responses - student
correction procedures
reinforcement procedures
performance criteria
charting/recording procedures

4.10 Determine and evaluate proposed setting(s) for instruction.

4.11 Identify resource personnel to assist in instructional program

4.11.1 Parents

4.11.2 Support staff

4.11.3 Park and resource management personnel

4.11.4 Other appropriate and relevant personnel

4.12 Begin preparations for implementing curriculum.

5.0 Program Implementation

5.1 Recruit personnel identified in 4.6.

5.2 Is training required to develop competencies identified in 2.2 for implementing the outdoor education curriculum?

5.3 Proceed to step 4.8.

5.4 Locate and secure all necessary equipment, supplies and materials for implementing the curriculum.

5.5 Determine transportation needs.

5.6 Can transportation needs be met through existing sources?

5.7 Review alternative transportation sources.

5.8 Obtain permission for conducting the program from:

5.8.1 Parents

5.8.2 Supervisors

5.8.3 Administrators

5.8.4 Specialists

5.9 Are strategies necessary for further attempts to seek approval?

5.10 Develop strategies to seek approval (i.e., present rationale statement, 1.3; needs assessment document, 2.5; books, journals and related research, 1.2).

5.11 Prepare students for the outdoor education experience (i.e., lead-up exercises, anticipated outcomes, site description, proper clothing/equipment, rules, etc.)

5.12 Is inservice training necessary for personnel prior to implementing the outdoor education curriculum?

5.13 Plan staff in-service sessions.

5.14 Conduct in-service session.

5.15 Implement curriculum on a pilot test basis.

6.0 Evaluation

6.1 Did the pilot test show any weaknesses in the overall structure?

6.2 Proceed to step 6.6

6.3 List weaknesses, determine possible causes and develop remedial plan.

6.3.1 Was staff preparation and training weak?

6.3.2 Was student performance weak? Review Individualized Education Program/Individualized Instructional Program format and content.

6.3.3 Was content and approach of selected curriculum model ineffective for target population?

6.4 Does revised program necessitate further pilot testing?

6.5 Proceed to step 5.1.

6.6 Begin development of long term plans for extended implementation of the outdoor education program.

6.7 Prepare a written three year plan-of-action for implementing the outdoor education program. Include goals and objectives, time schedule, persons responsible and additional resources required to carry out the plan.

6.8 Implement the first phase of the plan-of-action.

6.9 Is the overall curriculum effective for meeting the goals and objectives of the educational program?

6.10 Proceed to step 6.3.

6.11 Continue implementation phases of the three year plan; revise plan as appropriate. Continue to re-evaluate all aspects of program.

6.12 As a result of the outdoor education curriculum, have attitudes, knowledge, skills and awareness of students, teachers, parents, park personnel and other relevant staff been changed significantly in a positive direction?

6.13 Proceed to step 6.3.

6.14 Should the outdoor education program be continued as an integral part of the educational program?

6.15 Continue further program development and implementation. Re-evaluate and revise needs on an on-going basis.

6.16 Terminate program.

6.17 Proceed to step 2.1.

APPENDIX B

Identified Competencies for Educators, Parents and Park Personnel

PROGRAM CONTENT

Program Competencies

In 1980, the staff of the Outdoor Education for the Handicapped Project conducted a competency identification workshop to assist project personnel with identifying specific skills that were needed by educators, park and resource management personnel and parents of handicapped children for planning and implementing outdoor education programs for the disabled. The outcome of this workshop resulted in the generation of a listing of competencies specific to the needs of the above three groups. These competencies also served as the basis for the development of the Outdoor Education for the Handicapped Project's instructional program model which will be used as the primary instructional material for the proposed training program. The following list of competencies generated by the Outdoor Education for the Handicapped Project will also serve as the basis for the design and content of the regional and state training workshops. They are:

Educators

1. To demonstrate an understanding of unique characteristics and considerations relating to various handicapping conditions.
2. To demonstrate an understanding of recent state and federal legislation that supports outdoor education programs for the handicapped.
3. To demonstrate an understanding of the underlying principles and philosophy of outdoor education.
4. To demonstrate an understanding of handicapped conditions as related to outdoor education program development.
5. To demonstrate an understanding of various techniques and approaches employed in outdoor education programs.

6. To demonstrate an understanding of the diagnostic/prescriptive instructional process in support of outdoor education programming.

7. To demonstrate an understanding of various methods of integrating outdoor education into the IEP format.

8. To demonstrate the ability to adapt or modify currently existing outdoor education materials and programs to fit the individual needs of the handicapped.

9. To demonstrate the ability to identify and utilize support personnel and resources within the home, school and community to assist in the implementation of an outdoor education program.

10. To demonstrate an understanding of various methods used to evaluate the overall outdoor education experience.

Park and Resource Management Personnel

1. To demonstrate an understanding of the unique characteristics and considerations relating to various handicapping conditions.

2. To demonstrate the ability to determine the educational and physical needs of the populations being served to aid in the development of quality outdoor education programs.

3. To demonstrate an understanding of the need for trained and aware personnel to support the educational and physical needs of the handicapped.

4. To demonstrate the ability to ensure the involvement of consumers and/or consumer advocates in the planning and designing of outdoor education programs and facilities.

5. To demonstrate the ability to adapt or modify current outdoor education program models and/or materials to fit the individual needs of the handicapped.

6. To demonstrate an understanding of the need for mutual cooperation among park and resource management personnel, educators and parents of the handicapped for providing quality outdoor education programs.

7. To demonstrate an understanding of various methods used to evaluate the overall outdoor education experience.

Parents or Guardians

1. To demonstrate an understanding of the underlying principles and philosophy of outdoor education.

2. To demonstrate an understanding of recent state and federal legislation that supports outdoor education programs for the handicapped.

3. To demonstrate an understanding of the background and training of outdoor education personnel within the school and community settings.

4. To demonstrate the ability to coordinate with school and park resource personnel to provide constructive input in the design and implementation of outdoor education programs and facilities.

5. To demonstrate the ability to promote outdoor education as part of the student's IEP or IIP.

6. To demonstrate the ability to advocate for mainstreaming the handicapped into all outdoor education programs.

7. To demonstrate the ability to serve as an advocate to promote outdoor education within the school, home and community settings.

8. To demonstrate the ability to recognize the values of outdoor education as opportunities to pursue leisure time activities.

Competency Evaluation

The evaluation of the competencies have been discussed in the section "Evaluation Plan and Design" which follows.

Instructional Program Model

Systems Model

Based on the identified competencies, a systems model for outdoor education program design and development was prepared by the staff of the Outdoor Education for the Handicapped Project for the purpose of further defining the approach and desired content of the instructional program materials. The model included six major components which were designed to facilitate the instructional process of assessing, developing, individualizing, implementing and evaluating outdoor programs for the disabled. An example and description of the systems model is located in Appendix D.

Instructional Program Model Description

The significant findings resulting from the research activities that were conducted during the early stages of the Outdoor Education for the

Appendix C

Agendas for Each Workshop

PLANNING AND IMPLEMENTING OUTDOOR EDUCATION
FOR SPECIAL EDUCATION STUDENTS
July 17-22, 1983

AGENDA

Sunday, July 17

3:00 p.m. - 6:00 p.m.	Registration/Check-in (Loft)
6:00 p.m. - 6:45 p.m.	Dinner (commons)
7:00 p.m. - 8:00 p.m.	Welcome/Introductions (activities building) Ann Wright Supervisor Interpretation and Environmental Education TVA's Land-Between-the-Lakes Opening Remarks Dennis Vinton Director Full Spectrum Participation Training Project University of Kentucky Ed Sagan, Dean College of Education University of Kentucky Bob Kennoy Exceptional Child Supervisor Bureau of Education for Exceptional Children Kentucky Dept. of Education Bill Wilson Physical Education Consultant Kentucky Dept. of Education and Safari International Overview of Workshop Agenda and Introduction of Workshop Staff Anne Cassidy Training Director Full Spectrum Participation Training Project University of Kentucky
8:00 p.m. - 9:00 p.m.	People are Funnier than Anybody - Terry Wilson, Vicki Stayton and Nina Fortner
9:00 p.m. - 11:00 p.m.	Buddy Burners and Beer

(over)

Monday, July 18

7:30 a.m. - 8:30 a.m.	Breakfast (commons)
8:45 a.m. - 11:45 a.m.	Curriculum Field Activities
	Creative Expression in the Outdoors - Vicki Stayton, Jenne Pool
	Stream Stroll - Wally Brines, Peggy Reynolds
	Sizing it Up - Ann Wright, Mary Weeks, Terry Wilson
	The Way We Were - Jim Carpenter, Gene Richardson
12:00 noon - 12:45 p.m.	Lunch (commons)
1:00 p.m. - 4:00 p.m.	Curriculum Field Activities Repeated
4:00 p.m. - 4:30 p.m.	Waterfront Orientation (Must attend in order to use waterfront the rest of the week)
4:30 p.m. - 5:30 p.m.	Optional Interest Sessions - Waterfront Activities
5:30 p.m. - 6:30 p.m.	Dinner
7:00 p.m. - 9:00 p.m.	Creative Outdoor Cooking (activities building) Dian Thomas Creative Living Specialist NBC Today Show
9:00 p.m. - 11:00 p.m.	"Calypso" - Folk Singing and Entertainment

Tuesday, July 19

7:30 a.m. - 12:00 noon	Outdoor Cooking with Dian Thomas (Breakfast and lunch)
1:00 p.m. - 4:00 p.m.	Curriculum Field Activities Repeated
4:00 p.m. - 5:30 p.m.	Optional Activities/Free Time
	I CAN - John Hall Fishing Demonstration - Bill Burke Sailing - LBL Staff Homeplace Visit - LBL Staff
5:30 p.m. - 6:30 p.m.	Dinner (commons)

Tuesday, July 19 (cont'd)

7:00 p.m. - 9:00 p.m.	Humanizing Environmental Education (activities building) - Terry Wilson, Vicki Stayton, Nina Fortner
9:00 p.m. - 9:30 p.m.	Program Option Sign-Up (activities building) - Bob Fortney
9:30 p.m. - 11:00 p.m.	Optional Activities/Free Time - Star gazing

Wednesday, July 20

7:30 a.m. - 8:30 a.m.	Breakfast (commons)
8:45 a.m. - 11:45 a.m.	Curriculum Field Activities Repeated
12:00 noon - 12:45 p.m.	Lunch (commons)
1:00 p.m. - 4:00 p.m.	Program Options
4:00 p.m. - 5:30 p.m.	Optional Activities/Free Time - Waterfront Open Resource Room open (activities building)
5:30 p.m. - 6:30 p.m.	Dinner
7:00 p.m. - 8:00 p.m.	The Curriculum Connection (activities building) - Terry Wilson
8:00 p.m. - 8:30 p.m.	Time To Get Going! (activities Building) Lib Roller

Thursday, July 20

7:30 a.m. - 8:30 a.m.	Breakfast (commons)
8:45 a.m. - 11:45 a.m.	Program Options
12:00 noon - 12:45 p.m.	Lunch
1:00 p.m. - 5:30 p.m.	Planning and Implementing Outdoor Education for Special Education Students (activities building)- Dennis Vinton, Anne Cassidy, Bob Fortney
5:30 p.m. - 11:00 p.m.	Buffalo Tro/Social
	Square Dancing (activities building)

(over)

Friday, July 22

7:30 a.m. - 8:30 a.m.	Breakfast
9:00 a.m. - 11:00 a.m.	Planning and Implementing Outdoor Education for Special Education Students (activities building)
11:00 a.m. - 12:00 noon	Reimbursement
	Closing Comments
	Slide Show
12:00 noon - 1:00 p.m.	Lunch

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS:
AN INTRODUCTORY WORKSHOP
Lake Cumberland State Resort Park
January 15-17, 1984

AGENDA

Sunday, January 15

10:00 a.m. - 12:00 noon	Registration (conference center) Check-in (lobby)
12:00 noon - 1:00 p.m.	Lunch (dining room)
1:00 p.m. - 2:00 p.m.	Welcome/Introductions (conference center) Dennis Vinton Project Director Outdoor Education for the Handicapped Project Carlene Gobert Director, Division of Support Services Bureau of Education for Exceptional Children Overview of Workshop Agenda Anne Cassidy Training Director Outdoor Education for the Handicapped Project Importance of Parent Involvement Gene Young Parent Involvement Coordinator Outdoor Education for the Handicapped Project
2:00 p.m. - 5:00 p.m.	Outdoor Education Field Activities (outdoors) -Terry Wilson/Gene Young -Vicki Stayton/Dick LeMaster -Mary Weeks/Evelyn Argo -Ann Wright/Bob Fortney
5:30 p.m. - 7:00 p.m.	Dinner (dining room)
7:15 p.m. - 9:00 p.m.	Humanizing Outdoor/Environmental Education (conference center) -Terry Wilson -Bob Cipriano -Vicki Stayton
9:00 p.m.	Social (conference center)

(over)

Monday, January 16

7:30 a.m. - 8:30 a.m.	Breakfast (dining room)
8:45 a.m. - 9:00 a.m.	Overview of Day's Activities (conference center)
9:00 a.m.	Outdoor Education Curriculum Field Activities (Groups will rotate into each curriculum area throughout the day.) -Vicki Stayton/Evelyn Argo -Mary Weeks/Ann Wright -Darrell Young -Lib Roller

Rotation Schedule

9:00 a.m. - 10:15 a.m.	First Curriculum Session
10:30 a.m. - 11:45 a.m.	Second Curriculum Session
12:00 noon - 1:00 p.m.	Lunch (dining room)
1:15 p.m. - 2:30 p.m.	Third Curriculum Session
2:45 p.m. - 4:00 p.m.	Fourth Curriculum Session
4:30 p.m. - 5:30 p.m.	Special Interest Sessions (optional) Horseback Riding Programs for the Handicapped -Janet Lewis Winterizing Outdoor Education Activities -Jim Nance What 4-H Can Do For You! -Dick LeMaster
5:30 p.m. - 6:30 p.m.	Dinner (dining room)
7:00 p.m. - 9:00 p.m.	The Curriculum Connection (conference center) -Terry Wilson Cooperative Team Building -Arnold Fassler
9:00 p.m. - 11:00 p.m.	Square Dancing and Social (conference center) -Ed Henson

Tuesday, January 17

7:30 a.m. - 8:30 a.m.	Breakfast/Check-out (dining room)
8:45 a.m. - 9:00 a.m.	Slide Show (conference center) -Terry Wilson
9:00 a.m. - 10:30 a.m.	Planning and Implementing Outdoor Education Programs for the Handicapped (conference center) -Bob Fortney -Dick LeMaster -Vicki Stayton -Gene Young
10:30 a.m. - 11:30 a.m.	Action Planning (small group)
11:30 a.m. - 11:45 a.m.	Closing comments and Activities Closing Slide Show
11:45 a.m. - 12:00 noon	Workshop Evaluation Reimbursement Information
12:00 noon	Lunch (dining room)

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS:
MODEL SITE TRAINING WORKSHOP
CARNAHAN HOUSE
LEXINGTON, KENTUCKY
MARCH 7-9, 1984

AGENDA

Wednesday, March 7

5:30 p.m. - 6:15 p.m.	Registration Room Assignments
6:15 p.m. - 7:00 p.m.	Dinner
7:00 p.m. - 9:00 p.m.	Getting To Know You! -Bob Fortney -Terry Wilson
9:00 p.m. - 10:00 p.m.	Evening Campfire Introductions -Staff
10:00 p.m. - 11:00 p.m.	Night Hike (optional & weather permitting) -Dick LeMaster

Thursday, March 8

7:45 a.m. - 8:30 a.m.	Breakfast
8:45 a.m. - 9:00 a.m.	Opening Comments -Anne Cassidy
9:00 a.m. - 10:00 a.m.	In-service Training: Agony or Ecstasy? -Terry Wilson
10:00 a.m. - 12:00	Getting Started: Planning an In-Service Workshop
12:00 - 1:00	Lunch
1:15 p.m. - 2:30 p.m.	Planning, continued
3:00 p.m. - 5:15 p.m.	Small Group Special Interest Sessions (three sessions - 45 minutes each)
	Outdoor Education Alternatives -Bob Fortney
	Legal Liability Issues -Debbie Hendricks
	Parent Involvement -Gene Young -Gail Lincoln

AGENDA CONTINUED

3:00 p.m. - 5:15 p.m. (Cond't)	Planning Residential Adult Workshops -Many Weeks -Nina Fortner Simple Media Production -Terry Wilson What 4-H Can do for You -Dick LeMaster
6:00 p.m. - 7:00 p.m.	Dinner
7:00 p.m. - 8:00 p.m.	Outdoor Cooking Demonstration

Friday, March 9

7:45 a.m. - 8:30 a.m.	Breakfast
8:45 a.m. - 9:00 a.m.	Opening Comments -Anne Cassidy
9:00 a.m. - 10:00 a.m.	In-service Planning Tips & Strategies -Terry Wilson -Anne Cassidy
10:00 a.m. - 12:00	Training Team In-service Planning
12:00 - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	Planning, Continued
2:00 p.m. - 3:00 p.m.	Presentation of In-service Outline Training Teams
3:00 p.m. - 3:30 p.m.	Workshop Evaluation Reimbursement Information Closing Comments Slide Show

ADVANCED TRAINING WORKSHOP
OUTDOOR EDUCATION FOR THE HANDICAPPED PROJECT
CARTER CAVES STATE RESORT PARK
April 15-17, 1984

AGENDA

Sunday, April 15

10:00 - 12:00 a.m.	Registration/Room Assignments (Lodge Lobby)
12:00 - 12:45 p.m.	Lunch (Dining Room)
1:00 - 2:00 p.m.	Welcome/Overview of Workshop Agenda (Meeting Room) -Project Staff
2:00 - 5:00 p.m.	Curriculum Field Activities - Project Learning Tree -Terry Wilson -Ann Wright -Vicki Stayton -Project Staff
5:45 - 6:45 p.m.	Dinner (Dining Room)
7:00 - 9:00 p.m.	Project Learning Tree: A Closer Look (Meeting Room)

Monday, April 16

6:45 - 7:15 a.m.	Bird Walk (Optional) -John Tierney
7:00 - 8:00 a.m.	Breakfast (Dining Room)
8:30 - 10:00 a.m.	School Site Development Simulation (Meeting Room)
10:00 - 10:15 a.m.	Refreshment Break
10:15 - 11:30 a.m.	School Site Development (Continued)
12:00 - 1:00 a.m.	Lunch (Dining Room)
1:15 - 2:30 p.m.	Community Resource Inventory (Meeting Room) -Ann Wright
2:30 - 2:45 p.m.	Refreshment Break

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2:45 - 4:00 p.m.	Community Resource Inventory (Continued)
4:00 - 5:30 p.m.	Cave Exploring -John Tierney
6:00 - 7:00 p.m.	Dinner (Dining Room)
7:00 - 8:00 p.m.	More Ideas: School Site Development
8:00 - 9:00 p.m.	Concurrent Interest Sessions (Choose 2 - 1/2 hour each) -Creative Scrounging -Vicki Stayton -Night Hike -Dick LeMaster -Resource People and Places -Ann Wright

Tuesday, April 17

7:00 - 8:00 a.m.	Breakfast (Dining Room)
8:30 - 10:00 a.m.	Individual Outdoor Laboratory Planning and Sharing -Ann Wright
10:00 - 10:15 a.m.	Refreshment Break
10:15 - 11:00 a.m.	Outdoor Laboratory Planning (Continued)
11:00 - 11:30 a.m.	Wrap-Up/Evaluation
11:30 - 12:30 p.m.	Lunch (Dining Room)

SOUTHEASTERN STATES ORIENTATION MEETING
TVA's Land Between the Lakes
Brandon Spring Group Camp
July 16, 1984

A G E N D A

9:00 a.m. - 11:30 a.m. -

A. Overview and Discussion of the Outdoor Education for the Handicapped Project

B. Dissemination and Review of Project Materials

C. Overview of Outdoor Education Training Program in Kentucky

- slides of previous workshops
- discussion

1. Role of the Kentucky Department of Education - Carlene Gobert
 Office of Education for Exceptional Children
2. Role of the Kentucky Department of Parks - Bill Marshall, Assistant Recreation Director
3. Role of the Parents - Anne Cassidy/Dennis Vinton
4. Role of Federal Government - Bill Hillman, US Office of Special Education
5. Role of TVA - Ann Wright
 Supervisor, Environmental Education

D. The Florida Approach to Outdoor Education Training - Kevin Smith, Department of Recreation and Parks Miami

E. The Connecticut Approach to Outdoor Education Training - Bob Cipriano, Southern Connecticut State University

11:30 a.m. - 1:15 p.m. - LUNCH

1:15 p.m. - 2:30 p.m. -

A. Overview and Discussion of Approach to Outdoor Education Training in the Southeastern States - Anne Cassidy/Dennis Vinton

B. Small Group Planning by State

2:30 p.m. - 2:45 p.m. - Wrap-up/Closing Comments

Reimbursement Information

2:45 p.m. - 4:30 p.m. - Observation of Workshop Sessions

Proposed Training Approach for the Southeastern States

The apporach that is being proposed for the Southeastern Training project will follow a "train the trainers" type of format. The staff of the Outdoor Education for the Handicapped Project has found this approach very effective for a number of reasons:

1. It has the potential to reach a larger number of persons who will have a greater impact on other educators, parents and state and local resource agency personnel within their region or state;

2. Provides for more individualized assistance with planning and implementing outdoor education programs on a local level and,

3. Develops a statewide network of trainers and trainees interested in outdoor education programming opportunities for special education students.

In order to facilitate the training process in each state, the project staff is asking for the following assistance in planning statewide workshops. Please understand that these are only guidelines as the resources and personnel will vary from state to state.

Planning Considerations

1. It is recommended that each state plan and conduct a two-day residential workshop preferably at a state park, outdoor environmental education center or any other comparable facility.

2. Select and invite up to 25 people to participate in the workshop who equally represent the three facilitator groups of educators, state or local community resource agency personnel and parents of handicapped students. It is highly recommended that you invite only those persons who are in administrative type positions (i.e. special education supervisors, building principals, state park program personnel, etc.,) as they will have the potential to train larger numbers of people who work directly with handicapped students.

3. Identify a "state coordinator" to assist the project staff with planning the workshop. It is also recommended that a steering committee be organized to help the state coordinator with planning and developing the format and approach of the training workshop.

Types of Assistance Needed

1. Organizing of state steering/planning committee.

2. Identifying and recruiting workshop participants.

3. Locating a suitable workshop facility or site.

(over)

4. Arranging logistical needs at workshop site (i.e. housing, meals, equipment, materials, etc.).

5. Determining date and times for workshops.

6. Identifying potential funding sources to help support with workshop expenses (if applicable).

7. Assisting with workshop publicity and information dissemination.

8. Identifying possible resource persons from your state to serve as facilitators at the workshop.

Technical Assistance Provided by Project Staff

1. Assisting state coordinator with all phases of workshop planning, preparation and follow-up.

2. Providing each state with a packet of information that can be used to recruit steering committee members and potential workshop participants.

3. Developing the workshop agenda and program designed to meet the needs of personnel from your state.

4. Providing resource persons to serve as trainers for your workshop, if required.

5. Assistance with designing and implementing an evaluation and information dissemination system.

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS:
AN INTRODUCTORY WORKSHOP
Barren River Lake State Resort Park
November 18-20, 1984

AGENDA

Sunday, November 18

10:00 a.m. - 12:00 noon	Registration (lower level meeting rooms) Check-in (lobby)
12:00 noon - 1:00 p.m.	Lunch (dining room)
1:00 p.m. - 1:30 p.m.	Welcome/Introductions Overview of Agenda (lower level meeting rooms) -Anne Cassidy Associate Project Director
1:30 p.m. - 2:00 p.m.	Participant Introductions
2:00 p.m. - 5:00 p.m.	Outdoor Education Field Activities (outdoors) -Buddy Farson, Bob Fortney -Terry Wilson -Lib Roller
5:30 p.m. - 7:00 p.m.	Dinner (dining room)
7:15 p.m. - 9:00 p.m.	Humanizing Outdoor/Environmental Education (lower level meeting rooms) -Terry Wilson, Nina Fortner
9:00 p.m.	Social (lower level meeting rooms)
10:00 p.m.	Night Hike (optional) -Dick LeMaster

Monday, November 19

7:30 a.m. - 8:30 a.m.	Breakfast (dining room)
8:45 a.m. - 9:00 a.m.	Overview of Day's Activities (lower level meeting rooms)
9:00 a.m.	Outdoor Education Curriculum Field Activities (Groups will rotate into each curriculum area throughout the day.) -Language Arts -Science -Math -Adapting Activities for Special Education Students

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Rotation Schedule

9:00 a.m. - 10:15 a.m.	First Curriculum Session
10:30 a.m. - 11:45 a.m.	Second Curriculum Session
12:00 noon - 1:00 p.m.	Lunch (dining room)
1:15 p.m. - 2:30 p.m.	Third Curriculum Session
2:45 p.m. - 4:00 p.m.	Fourth Curriculum Session
4:00 p.m. - 5:30 p.m.	Free Time
5:30 p.m. - 6:30 p.m.	Dinner (parents meet with Jenny Mayberry)
7:00 p.m. - 9:00 p.m.	Curriculum Connection/Project Wild, PLT Wrap-up (lower level meeting rooms) -Terry Wilson
9:00 p.m. - 11:00 p.m.	Square Dancing and Social (lower level meeting rooms) -Steve Thomas

Tuesday, November 20

7:30 a.m. - 8:30 a.m.	Breakfast/Check-out (dining room)
8:30 a.m. - 8:45 a.m.	Opening Remarks (lower level meeting rooms)
8:45 a.m. - 9:30 a.m.	Resources Available through Daniel Boone National Forest -Charles Crail
9:30 a.m. - 10:15 a.m.	Jefferson County Approach to Outdoor Education Programming -Dona Jarvis, Bonnie Burke
10:15 a.m. - 10:30 a.m.	Coffee Break
10:30 a.m. - 11:30 a.m.	What Now? Planning and Implementing Outdoor Education Programs for the Handicapped (small groups) -Bob Fortney
11:30 a.m. - 11:45 a.m.	Closing Comments Closing Slide Show
11:45 a.m. - 12:00 noon	Final Evaluation Reimbursement Information

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS

MODEL SITE II WORKSHOP
Carnahan House
Lexington, Kentucky
February 17-19, 1985

AGENDA

Sunday, February 17

6:30 p.m. - 7:00 p.m.	Registration Room Assignments
7:00 p.m. - 7:15 p.m.	Welcome/Introductions -Anne Cassidy
7:15 p.m. - 9:30 p.m.	Getting To Know You! -Terry Wilson -Jenny Mayberry -Evelyn Argo -Dick LeMaster -Buddy Farson

Monday, February 18

7:45 a.m. - 8:30 a.m.	Continental Breakfast
8:45 a.m. - 9:00 a.m.	Opening Comments -Evelyn Argo
9:00 a.m. - 12:00 p.m.	Outdoor Education Activities(outdoors) Groups will rotate through each session.
Session I	Language Arts 9:00 a.m. - 9:45 a.m. -Jenny Mayberry, Buddy Farson
Session II	Math 10:00 a.m. - 10:45 a.m. -Terry Wilson, Terry Vance
Session III	Science 11:00 a.m. - 11:45 a.m. -Evelyn Argo, Bob Fortney, Dick LeMaster
12:00 p.m. - 1:00 p.m.	Lunch
1:15 p.m. - 2:15 p.m.	The Connection -Terry Wilson
2:15 p.m. - 3:15 p.m.	In-service Training: Agony or Ecstasy? -Terry Wilson
3:15 p.m. - 3:30 p.m.	Break
3:30 p.m. - 4:30 p.m.	Getting Started: Hypothetical In-service Planning

(OVER)

AGENDA CONTINUED

4:30 p.m. - 5:00 p.m.	Idea Sharing
6:00 p.m. - 7:00 p.m.	Dinner
7:00 p.m. - 8:00 p.m.	The Ripple Effect -1984 Lexington Model Site Team
8:00 p.m. - 9:00 p.m.	Sweet Endings -1984 Lexington Model Site Team

Tuesday, February 19

7:45 a.m. - 8:30 a.m.	Continental Breakfast
8:45 a.m. - 9:00 a.m.	Opening Comments -Anne Cassidy
9:00 a.m. - 10:00 a.m.	In-service Planning Tips and Strategies -Terry Wilson
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 12:00 p.m.	Training Team In-service Planning
12:00 p.m. - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	Planning, continued
2:00 p.m. - 3:00 p.m.	Presentation of In-service Outline by Training Teams
3:00 p.m. - 3:30 p.m.	Workshop Evaluation Reimbursement Information Closing Comments Slide Show

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS
AN INTRODUCTORY WORKSHOP
Cedars of Lebanon State Park
March 3-5, 1985

Agenda

Sunday, March 3	
10:00 a.m. - 12:00 noon	Registration Check-in (recreation building)
12:00 noon - 1:00 p.m.	Lunch (dining room)
1:00 p.m. - 1:30 p.m.	Welcome/Introductions Overview of Agenda -Anne Cassidy -Pat Deckner -Padgett Kelly
1:45 p.m. - 5:30 p.m.	Outdoor Education Field Activities (outdoors) -Lib Roller -Terry Wilson -Ann Wright -Anne Cassidy, Evelyn Argo
6:00 p.m. - 7:00 p.m.	Dinner (dining room)
7:15 p.m. - 8:45 p.m.	Humanizing Outdoor/Environmental Education -Terry Wilson -Evelyn Argo
9:00 p.m. - 9:30 p.m.	Sweet Endings -Anne Cassidy -Evelyn Argo
9:30 p.m.	Social (recreation building)
Monday, March 4	
7:30 a.m. - 8:30a.m.	Breakfast (dining room)
8:45 a.m. - 9:00 a.m.	Overview of Day's Activities (recreation building) -Anne Cassidy
9:00 a.m.	Outdoor Education Curriculum Field Activities (Groups will rotate into each curriculum area throughout the day.)

(over)

Rotation Schedule

9:00 a.m. - 10:15 a.m.	Session I
10:30 a.m. - 11:45 a.m.	Session II
12:00 noon - 1:00 p.m.	Lunch (dining room)
1:15 p.m. - 2:30 p.m.	Session III
2:45 p.m. - 4:00 p.m.	Session IV
4:00 p.m. - 5:30 p.m.	Free Time
5:30 p.m. - 6:30 p.m.	Dinner (dining room)
7:00 p.m. - 8:00 p.m.	Conserving Our Tennessee Heritage -Mack Prichard
8:30 p.m. - 11:00 p.m.	Square Dancing (recreation building) -John Smith

Tuesday, March 5

7:30 a.m. - 8:30 a.m.	Breakfast (dining room) Check out
8:45 a.m. - 10:00 a.m.	Curriculum Connection -Terry Wilson
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 11:30 a.m.	What Now? Planning and Implementing Outdoor Education Programs for the Handicapped (small groups) -Anne Cassidy
11:30 a.m. - 11:45 a.m.	Closing Comments
11:45 a.m. - 12:00 noon	Final Evaluation

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS:
AN INTRODUCTORY WORKSHOP
Roosevelt State Park
Morton, Mississippi
March 24-26, 1985

Agenda

Sunday, March 24

10:00 a.m. - 12:00 noon	Registration Check-in
12:00 noon - 1:00 p.m.	Lunch (dining room)
1:00 p.m. - 1:30 p.m.	Welcome/Introductions Overview of Agenda -Anne Cassidy
1:45 p.m. - 4:15 p.m.	Outdoor Education Field Activities (outdoors) -Anne Cassidy -Peggy Reynolds -Jenny Mayberry -Evelyn Argo
5:30 p.m. - 6:30 p.m.	Dinner (dining room)
7:00 p.m. - 8:30 p.m.	Humanizing Environmental Education
9:00 p.m.	Social

Monday, March 25

7:30 a.m. - 8:30 a.m.	Breakfast (dining room)
8:45 a.m. - 9:00 a.m.	Overview of Day's Activities -Anne Cassidy
9:00 a.m.	Outdoor Education Curriculum Field Activities (Groups will rotate into each curriculum area throughout the day.)

Rotation Schedule

9:00 a.m. - 10:15 a.m.	Session I
10:30 a.m. - 11:45 a.m.	Session II
12:00 noon - 1:00 p.m.	Lunch (dining room)
1:15 p.m. - 2:30 p.m.	Session III
2:45 p.m. - 4:00 p.m.	Session IV

(over)

Monday, March 25 (cont'd)

4:00 p.m. - 5:30 p.m.	Free Time
5:30 p.m. - 6:30 p.m.	Dinner (dining room)
7:00 p.m. - 8:00 p.m.	Curriculum Connection
8:00 p.m.	Social

Tuesday, March 26

7:30 a.m. - 8:30 a.m.	Breakfast (dining room) Check-out
9:00 a.m. - 10:00 a.m.	What Now? Planning and Implementing Outdoor Education Programs for the Handicapped (small groups)
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 11:00 a.m.	Planning (continued)
11:00 a.m. - 11:15 a.m.	Closing Comments
11:15 a.m. - 11:30 a.m.	Final Evaluations

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS:
AN INTRODUCTORY WORKSHOP
Camp Caraway
Ashboro, North Carolina
June 10-12, 1985

Agenda

Monday, June 10

10:00 a.m. - 11:30 a.m.	Registration Check-in
11:30 a.m. - 12:30 p.m.	Lunch
1:00 p.m. - 1:45 p.m.	Welcome/Introductions - Jenny Mayberry Overview of Agenda Goals and Objectives of Workshop - Bob Fortney
2:00 p.m. - 5:00 p.m.	Outdoor Education Field Activities - Jenny Mayberry - Peggy Reynolds - Bob Fortney - Terry Wilson
5:00 p.m. - 6:30 p.m.	Dinner
7:00 p.m. - 8:30 p.m.	New Games and Humanizing - Terry Wilson Environmental Education
9:00 p.m.	Social (Get to Know You)
9:30 p.m.	Night Hike - Bob Fortney

Tuesday, June 11

7:30 a.m. - 8:30 a.m.	Breakfast
8:45 a.m. - 9:00 a.m.	Overview of Days Activities
9:00 a.m.	Outdoor Education Curriculum field Activities (Groups will rotate into each curriculum area thoughout the day.)

(over)

Rotation Schedule

9:00 a.m. - 10:15 a.m.	Session I
10:30 a.m. - 11:45 a.m.	Session II
12:00 noon - 1:00 p.m.	Lunch
1:15 p.m. - 2:30 p.m.	Session III
2:45 p.m. - 4:00 p.m.	Session IV

4:15 p.m. - 5:30 p.m.	Free Time/ Optional Activity ("Cooking in the Out-of Doors" Demonstration of buddy burners, tin can cooking, foil cooking and tin can ice cream. Cookbooks will be distributed).
5:30 p.m. - 6:30 p.m.	Dinner
7:00 p.m. - 8:00 p.m.	Curriculum Connection - Terry Wilson
8:00 p.m. - 8:45 p.m.	Sweet Endings
9:00 p.m.	Social

Wednesday, June 12

7:30 a.m. - 8:30 a.m.	Breakfast
9:00 a.m. - 10:00 a.m.	What Now? Where do we go from here? Planning and Implementing Outdoor Education Programs for the Handicapped (small groups)
10:00 a.m. - 10:30 a.m.	Break (Review Resources on Display)
10:30 a.m. - 11:00 a.m.	Planning Discussions (continued)
11:00 a.m. - 11:30 a.m.	Closing Comments and Questions
11:30 a.m. - 11:45 a.m.	Final Evaluations
11:45 a.m. - 12:30 p.m.	Lunch/Adjourn
12:30 p.m.	Adjourn

Note: Participants must attend all sessions.

SOUTHEASTERN SUMMER INSTITUTE ON
OUTDOOR EDUCATION FOR THE HANDICAPPED
LAND BETWEEN THE LAKES
JUNE 23-26, 1985

AGENDA

Sunday, June 23

10:00 a.m. - 12:00 noon	Registration (Commons Building)
12:00 noon - 12:45 a.m.	Lunch (Commons Building)
1:00 p.m. - 2:00 p.m.	Welcome/Orientation Overview of Agenda (Activity Building) - Anne Cassidy - Ann Wright
2:00 p.m. - 3:30 p.m.	Getting to Know You! Initiative Games
3:45 p.m. - 4:15 p.m.	Waterfront Orientation (Required if you plan to use waterfront area)
4:15 p.m. - 7:00 p.m.	Session Descriptions & Session Sign-up
5:30 p.m.	Dinner
7:00 p.m.	Leave for Homeplace 1850
7:30 p.m. - 9:00 p.m.	Lantern Tour of Homeplace 1850
9:00 p.m.	Back to Brandon Spring
9:30 p.m.	Folk Dance - George Bartnik (Activities Building) Social (Activities Building)

(over)

Monday, June 24

7:30 a.m. - 8:15 a.m.	Breakfast
8:15 a.m.	Report to Activities Building
8:30 a.m. - 11:30 a.m.	Outdoor Education Field Activities
12:00 noon - 1:00 p.m.	Lunch
1:30 p.m. - 4:30 p.m.	Outdoor Education Field Activities
4:30 p.m. - 5:30 p.m.	Make & Take Session (Optional) (Opportunity to make outdoor education activity equipment to take home).
5:30 p.m. - 6:00 p.m.	Dinner
6:15 p.m.	Leave for Visitor Center
7:00 p.m. - 8:00 p.m.	Solstice - Dick Patterson A multi-media journal covering a six month period, winter solstice and two summer solstice. The program looks at the passage of time as viewed from natural, biological and astronomical events as well as from the author's/photographer's personal perspective.
9:00 p.m.	Entertainment - Michael Johnathon (Amphitheater) Social (Activities Building)

Tuesday, June 25

7:30 a.m. - 8:15 a.m.	Breakfast
8:30 a.m. - 11:30 a.m.	Outdoor Education Field Activities
12:00 noon - 1:00 p.m.	Lunch
1:30 p.m. - 4:30 p.m.	Outdoor Education Field Activities
4:30 p.m. - 5:30 p.m.	Make & Take Session (optional)

5:30 p.m. - 6:30 p.m.	Free Time
6:30 p.m. - 8:30 p.m.	Buffalo Tro
9:30 p.m.	Night Visuals (optional)
	Social

Wednesday, June 26

7:30 a.m. - 8:15 a.m.	Breakfast
8:30 a.m.	Slide Show - Terry Wilson
8:45 a.m. - 9:15 a.m.	The Outdoor Education Connection: Taking the experience back to the classroom, home and community setting - Steve Brannan
9:15 a.m. - 10:15 a.m.	Small Group - Special Interest & Sharing Session
10:30 a.m.	Closing Comments & Evaluation
10:30 a.m. - 11:30 a.m.	All Camp Clean-up
11:45 a.m.	Lunch

Outdoor Education for Special Education Students
An Introductory Workshop
Re-Ed School
South Carolina School
for the Deaf and Blind
Spartanburg, South Carolina
November 25-26, 1985
AGENDA

MONDAY, November 25

8:45 a.m. - 9:45 a.m.	Registration Check-in
10:00 a.m. - 11:00 a.m.	Getting to Know You (outdoors)
11:00 a.m. - 11:45 a.m.	Welcome Overview of Agenda - Robin Spradley - Evelyn Argo
12:00 noon - 1:00 p.m.	Lunch (Provided On-Site)
1:15 p.m. - 3:15 p.m.	Outdoor Field Activities (outdoors) - Terry Wilson - Clare Oberst - Evelyn Argo
3:30 p.m. - 5:15 p.m.	Humanizing Outdoor / Environmental Education
5:30 p.m. - 7:30 p.m.	Dinner on Your Own
8:00 p.m.	Social

TUESDAY, November 26

8:30 a.m. - 8:45 a.m. Overview of Day's Activities

Groups will rotate into each of the following curriculum areas throughout the day:

- Language Arts
- Math
- Science

(over)

Rotation Schedule

8:45 a.m. – 10:00 a.m.	First Curriculum Session
10:15 a.m. – 11:30 a.m.	Second Curriculum Session
11:30 a.m. – 12:30 p.m.	Lunch (Provided On-Site)
12:45 p.m. – 2:00 p.m.	Third Curriculum Session
2:00 p.m. – 2:15 p.m.	Break
2:15 p.m. – 3:45 p.m.	Curriculum Connection
3:45 p.m. – 4:30 p.m.	What Now? Resource/Program Sharing
4:30 p.m. – 5:00 p.m.	Closing Comments Final Evaluation

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS:
AN INTRODUCTORY WORKSHOP
Lake Cumberland State Resort Park
Jamestown, Kentucky
December 8-10, 1985

AGENDA

Sunday, December 8

10:00 a.m. - 12:00 noon	Registration (activities building) Check-in (lobby)
12:00 noon - 1:00 p.m.	Lunch (dining room)
1:00 p.m. - 1:30 p.m.	Getting to Know Each Other (outdoors)
1:30 p.m. - 2:00 p.m.	Welcome/Introductions Overview of Agenda - Project Staff
2:00 p.m. - 5:30 p.m.	Outdoor Education Field Activities (outdoors) - Lib Roller - Diane Barnes, Evelyn Argo - Buddy Farson, Bob Fortney

Groups will rotate through each of three sessions.

2:00 p.m. - 3:00 p.m.	Session I
3:15 p.m. - 4:15 p.m.	Session II
4:30 p.m. - 5:30 p.m.	Session III

6:00 p.m. - 7:00 p.m.	Dinner (dining room)
7:15 p.m. - 8:30 p.m.	Humanizing Outdoor/ Environmental Education (activities building) - Diane Barnes, Evelyn Argo
8:45 p.m. - 9:15 p.m.	The Human Aspect - Arnold Fassler
9:15 p.m.	Refreshments

(over)

9:30 p.m.	Night Hike - Dick LeMaster (Highly recommended but optional)

Monday December 9

7:30 a.m. - 8:30 a.m.	Breakfast (dining room)
8:30 a.m.	Meet in Activities Building
8:45 a.m.	Outdoor Education Curriculum Field Activities (Groups will rotate into each area throughout the day) - Language Arts (Diane Barnes) - Science (Dick LeMaster) - Math (Evelyn Argo) - Outdoor Cooking (Jim Nance, Bob Fortney)

Rotation Schedule

8:45 a.m. - 10:15 a.m.	First Curriculum Session
10:30 a.m. - 12:00 noon	Second Curriculum Session
12:00 noon - 1:00 p.m.	Lunch (dining room)
1:15 p.m. - 2:45 p.m.	Third Curriculum Session
3:00 p.m. - 4:30 p.m.	Fourth Curriculum Session
4:30 p.m. - 5:30 p.m.	Free Time (optional programs available)
5:30 p.m. - 6:30 p.m.	Dinner (dining room)
7:00 p.m. - 9:00 p.m.	Curriculum Connection/Project Wild Wrap-Up (activities building)
9:00 p.m. - 11:00 p.m.	Folk/Square Dancing and Social (activities building)

Tuesday, December 10

7:30 a.m. - 8:30 a.m.	Breakfast (dining room) Check out of rooms, turn keys in to front desk
9:00 a.m. - 10:15 a.m.	Program Sharing

10:15 a.m. - 10:30 a.m.	Coffee Break
10:30 a.m. - 11:30 a.m.	What now? Planning and Implementing Outdoor Education Programs (small groups) -Project Staff
11:30 a.m. 12:00 noon	Closing Comments Final Evaluation Reimbursement Information

In order to derive the most benefit from this workshop we strongly encourage participants to attend all of these sessions. The format and sequence of the workshop is such that each session is important in the overall training experience.

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS
AN INTRODUCTORY WORKSHOP
University of Southwestern Louisiana
Lafayette, Louisiana
February 21-22, 1986

AGENDA

Friday, February 21

8:00 a.m. - 9:00 a.m.	Registration/Check-In (Earl K. Long Gym)
9:00 a.m. - 11:00 a.m.	Getting to Know You (outdoors)
11:00 a.m. - 11:30 a.m.	Welcome Overview of Agenda
11:30 a.m. - 12:15 p.m.	Lunch
12:30 p.m. - 4:15 p.m.	Outdoor Field Activities
12:30 p.m. - 2:15 p.m.	Session I
2:30 p.m. - 4:15 p.m.	Session II
4:15 p.m. - 6:30 p.m.	Dinner On Your Own
6:45 p.m. - 8:30 p.m.	Humanizing

Saturday, February 22

8:15 a.m. - 8:45 a.m.	Coffee, Donuts Available
8:45 a.m. - 1:45 p.m.	Outdoor Curriculum Field Activities (Groups will rotate into each of the following sessions throughout the day)

(over)

Rotation Schedule

8:45 a.m. - 10:00 a.m.	First Curriculum Session
10:15 a.m. - 11:30 a.m.	Second Curriculum Session
11:30 a.m. - 12:15 p.m.	Lunch
12:30 p.m. - 1:45 p.m.	Third Curriculum Session
1:45 p.m. - 2:00 p.m.	Break
2:00 p.m. - 3:30 p.m.	The Connection
3:30 p.m. - 3:45 p.m.	Closing Comments/Final Evaluation

Outdoor Education For Special Education Students
An Introductory Workshop
DeGray State Park
Arkadelphia, Arkansas
March 16-18, 1986

Tentative Agenda

Sunday, March 16

10:30 a.m. - 12:00 noon	Registration Check-in
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 1:30 p.m.	Getting t Know You (outdoors)
1:30 p.m. - 2:00 p.m.	Welcome/Introductions Overview of Agenda
2:00 p.m. - 4:15 p.m.	Outdoor Field Activities
4:30 p.m. - 6:30 p.m.	Sunset Barge Tour
6:30 p.m. - 7:30 p.m.	Dinner
7:45 p.m. - 8:45 p.m.	Humanizing O/EE

Monday, March 17

7:30 a.m. - 8:30 a.m.	Breakfast
8:30 a.m. - 9:00 a.m.	Overview of Days Activities and Project WILD
9:00 a.m. -	Outdoor Field Activities Continued Groups will rotate into each session throughout the day
9:00 a.m. - 10:30 a.m.	Session I
10:45 a.m. - 12:15 p.m.	Session II
12:15 p.m. - 1:15 p.m.	Lunch
1:30 p.m. - 3:00 p.m.	Session III
3:15 p.m. - 4:45 p.m.	Session IV
4:45 p.m. - 5:45 p.m.	Free time
5:45 p.m. - 6:45 p.m.	Dinner
7:00 p.m. - 8:30 p.m.	The Connection

(over)

Tuesday, March 18, 1986

7:30 a.m. - 8:30 a.m.	Breakfast
8:30 a.m. - 9:45 a.m.	What Now ?
9:45 a.m. - 10:00 a.m.	Break
10:00 a.m. - 11:30 a.m.	Accessibility for Individuals with Handicapping Conditions
11:30 a.m. - 12:00 noon	Wrap-up Evaluation

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS:
AN INTRODUCTORY WORKSHOP
Camp ASCCA
Jackson's Gap, Alabama
April 13-15, 1986

Tentative Agenda

Sunday, April 13

10:00 a.m. - 12:00 noon	Registration Check-in
12:00 noon - 1:00 p.m.	Lunch (dining room)
1:00 p.m. - 1:30 p.m.	Getting to Know You
1:30 p.m. - 2:00 p.m.	Welcome/Introductions Overview of Agenda
2:00 p.m. - 4:30 p.m.	Outdoor Education Field Activities (outdoors)
5:30 p.m. - 6:30 p.m.	Dinner (dining room)
7:00 p.m. - 8:30 p.m.	Humanizing Environmental Education
9:00 p.m.	Social

Monday, April 14

7:30 a.m. - 8:30 a.m.	Breakfast (dining room)
8:45 a.m. - 9:00 a.m.	Overview of Day's Activities
9:00 a.m.	Outdoor Education Curriculum Field Activities (Groups will rotate into each curriculum area throughout the day.)

Rotation Schedule

9:00 a.m. - 10:15 a.m.	Session I
10:30 a.m. - 11:45 a.m.	Session II
12:00 noon - 1:00 p.m.	Lunch (dining room)
1:15 p.m. - 2:30 p.m.	Session III
2:45 p.m. - 4:00 p.m.	Session IV

(over)

Monday, April 14 (cont'd)

4:00 p.m. - 5:30 p.m.	Free Time
5:30 p.m. - 6:30 p.m.	Dinner (dining room)
6:45 p.m. - 8:00 p.m.	Curriculum Connection
8:00 p.m. -	Social

Tuesday, April 15

7:30 a.m. - 8:30 a.m.	Breakfast (dining room) Check-out
9:00 a.m. - 10:00 a.m.	What Now ? Planning and Implementing Outdoor Education Programs for the Handicapped (small groups)
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 11:00 a.m.	Planning (continued)
11:00 a.m. - 11:15 a.m.	Closing Comments
11:15 a.m. - 11:30 a.m.	Final Evaluations

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS
AN INTRODUCTORY WORKSHOP
D.C. Therapeutic Recreation Center
Washington, D.C.
May 5-6, 1986

Tentative Agenda

Monday, May 5

8:00 a.m. - 9:00 a.m.	Registration
10:45 a.m. - 12:00 noon	Getting to Know You
9:15 a.m. - 10:30 a.m.	Welcome D.C. Public Schools/ Department of Recreation Overview of Agenda
12:00 noon - 1:00 p.m.	Lunch
1:15 p.m. - 3:45 p.m.	Activities

Monday Evening Optional Program

7:00 p.m. - 8:00 p.m.	Humanizing Outdoor Environmental Education
8:00 p.m. - 9:00 p.m.	A Most Special Presentation by Dr. Arnold Fassler
9:00 p.m. - ?	Social

Tuesday, May 6

8:15 a.m. - 8:30 a.m.	Overview of Day's Activities

Group will rotate into each of the following curriculum areas throughout the day:

- Language Arts
- Math
- Science

8:45 a.m. - 10:00 a.m.	First Curriculum Session

(over)

Tuesday, May 6 (cont'd)

10:15 a.m. - 11:30 a.m.	Second Curriculum Session
11:30 a.m. - 12:30 a.m.	Lunch
12:45 p.m. - 2:00 p.m.	Third Curriculum Session
2:00 p.m. - 3:00 p.m.	The Connection
3:00 p.m. - 4:00 p.m.	What Now ? Closing Comments Final Evaluation

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS
AN INTRODUCTORY WORKSHOP
Schmidt Environmental Education Center
Brandywine, MD
May 9-10, 1986

Tentative Agenda

Friday, May 9

8:00 a.m. - 9:00 a.m.	Registration
9:00 a.m. - 10:30 a.m.	Getting to Know You (outdoors)
10:30 a.m. - 11:30 a.m.	Welcome Overview of Agenda
11:30 a.m. - 12:15 p.m.	Lunch
12:30 p.m. - 4:15 p.m.	Outdoor Field Activities
12:30 p.m. - 2:15 p.m.	Session I
2:30 p.m. - 4:15 p.m.	Session II
4:15 p.m. - 5:00 p.m.	Free Time
5:00 p.m. - 6:30 p.m.	Dinner
6:45 p.m. - 8:30 p.m.	Humanizing Outdoor Environmental Education

Saturday, May 10

7:30 a.m. - 8:30 a.m.	Breakfast

Group will rotate into each of the following curriculum areas throughout the day:

- Language Arts
- Math
- Science

(over)

Saturday, May 10 (cont'd)

8:45 a.m. - 10:00 a.m.	First Curriculum Session
10:15 a.m. - 11:30 a.m.	Second Curriculum Session
11:30 a.m. - 12:30 p.m.	Lunch
12:45 p.m. - 2:00 p.m.	Third Curriculum Session
2:00 p.m. - 3:00 p.m.	The Connection
3:00 p.m. - 4:00 p.m.	What Now ?

OUTDOOR EDUCATION FOR SPEICAL EDUCATION STUDENTS
AN INTRODUCTORY WORKSHOP
North Bend State Park
West Virginia
May 18-20, 1986

Tentative Agenda

Sunday, May 18

10:00 a.m. - 12:00 noon	Registration Check-in
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 1:30 p.m.	Getting to Know You (outdoors)
1:30 p.m. - 2:00 p.m.	Welcome/Introductions Overview of Agenda
2:00 p.m. - 4:30 p.m.	Outdoor Field Activities
4:30 p.m. - 5:30 p.m.	Free Time
5:30 p.m. - 6:30 p.m.	Dinner
7:00 p.m. - 8:30 p.m.	Humanizing Environmental Education
9:00 p.m. -	Social

Monday, May 19

7:30 a.m. - 8:30 a.m.	Breakfast
8:45 a.m. - 9:00 a.m.	Overview of Day's Activities
9:00 a.m. -	Outdoor Education Curriculum Field Activities (Groups will rotate into each curriculum area throughout the day)

Rotation Schedule

9:00 a.m. - 10:15 a.m.	Session I
10:30 a.m. - 11:45 a.m.	Session II
12:00 noon - 1:00 p.m.	Lunch
1:15 p.m. - 2:30 p.m.	Session III
2:45 p.m. - 4:00 p.m.	Session IV

(over)

Monday, May 19 (cont'd)

4:00 p.m. - 5:30 p.m.	Free Time
5:30 p.m. - 6:30 p.m.	Dinner
6:45 p.m. - 8:00 p.m.	The Connection
8:00 p.m. -	Social

Tuesday, May 20

7:30 a.m. - 8:30 a.m.	Breakfast Check-out
9:00 a.m. - 10:00 a.m.	What Now ?
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 11:00 a.m.	Planning (continued)
11:00 a.m. - 11:15 a.m.	Closing Comments
11:15 a.m. -11:30 a.m.	Final Evaluation

NATIONAL INSTITUTE
OUTDOOR EDUCATION FOR THE HANDICAPPED
LAND-BETWEEN-THE-LAKES
June 22-25, 1986

Sunday, June 22

10:00 a.m. - 12:00 noon	Registration (Commons Building)
12:30 p.m. -	Lunch (Commons Building)
1:15 p.m. - 1:45 p.m.	Welcome/Orientation Overview of Agenda (Activity Building)
1:45 p.m. - 2:30 p.m.	Getting to Know You Initiative Games
2:30 p.m. - 4:30 p.m.	Living History (The Homeplace)
4:30 p.m. - 5:30 p.m.	Sessions Descriptions Sign-Up (The Homeplace)
5:30 p.m. - 7:00 p.m.	Dinner Storytelling (The Homeplace)
7:00 p.m. -	Return to Brandon Spring
7:30 p.m. - 8:15 p.m.	Waterfront Orientation (Required if you plan to use water-front area)
9:00 p.m. - ?	Folk Dance Social (Activities Building)

Monday, June 23

7:30 a.m. -	Breakfast
8:15 a.m. -	Report to Activities Building
8:30 a.m. - 11:30 a.m.	Concurrent Sessions
12:00 noon -	Lunch

Monday, June 23 (cont'd)

1:30 p.m. - 4:30 p.m.	Concurrent Sessions
4:30 p.m. - 5:30 p.m.	R and R
5:30 p.m. -	Dinner Free Time
8:00 p.m. -	Leave for Visitor Center Healthy Vibrations
8:30 p.m. - 10:00 p.m.	Planetarium
10:00 p.m. -	Return to Brandon Spring

Tuesday, June 24

7:30 a.m. -	Breakfast
8:15 a.m. -	Report to Activities Building
8:30 a.m. - 11:30 a.m.	Concurrent Sessions
12:00 noon -	Lunch
1:30 p.m. - 4:30 p.m.	Concurrent Sessions
4:30 p.m. - 6:30 p.m.	Free Time
6:30 p.m. - 8:30 p.m.	Buffalo Tro
9:00 p.m. - ?	Entertainment Social Quest Camp-out

Wednesday, June 25

7:30 a.m. -	Breakfast
8:15 a.m. -	Report to Activities Building
8:30 a.m. - 9:30 a.m.	Small Group - Special Interest and Sharing Session
:30 a.m. - 10:15 a.m.	The Outdoor Education Connection: Taking the experience back to the ...room, home and community setting.
	Slide Show

Wednesday, June 25 (cont'd)

10:30 a.m. - 10:45 a.m.	Closing Comments and Evaluation
10:45 a.m. - 11:45 a.m.	All Camp Clean-up
11:45 a.m. -	Lunch (Optional at participant's expense of $3.00)

APPENDIX D

l kshop Implementation Schedule

WORKSHOP SCHEDULE

ATE	TYPE OF WORKSHOP	LOCATION
uly, 1983	Skills Training	Land-Between-The-Lakes, Kentucky
anuary, 1984	Introductory	Lake Cumberland State Park, Kentucky
ebruary, 1984	Model Site	Lexington, Kentucky
pril, 1984	Introductory	Carter Caves State Park, Kentucky
une, 1984	Skills Training	Land-Between-The-Lakes, Kentucky
ovember, 1984	Introductory	Barren River State Park, Kentucky
anuary, 1985	Introductory	Miami, Florida
ebruary, 1985	Model Site	Lexington, Kentucky
arch, 1985	Introductory	Cedars of Lebanon State Park, Tennessee
arch, 1985	Introductory	Morton, Mississippi
une, 1985	Southeastern States Institute	Land-Between-The-Lakes, Kentucky
une, 1985	Introductory	Ashboro, North Carolina
ovember, 1985	Introductory	Spartanburg, South Carolina
ecember, 1985	Introductory	Lake Cumberland State Park, Kentucky
ebruary, 1986	Introductory	LaFayette, Louisiana
arch, 1986	Introductory	DeGray State Park, Arkansas
pril, 1986	Introductory	Camp ASCCA, Alabama
pril, 1986	Introductory	St. Simon's Island, Georgia
ay, 1986	Introductory	Washington, D.C.
ay, 1986	Introductory (Maryland & Virginia)	Brandywine, Maryland
ay, 1986	Introductory	North Bend State Park, West Virginia
une, 1986	Institute	Land-Between-The-Lakes, Kentucky

APPENDIX E

Workshop Summary Chart

WORKSHOP SUMMARY CHART

Participant Categories

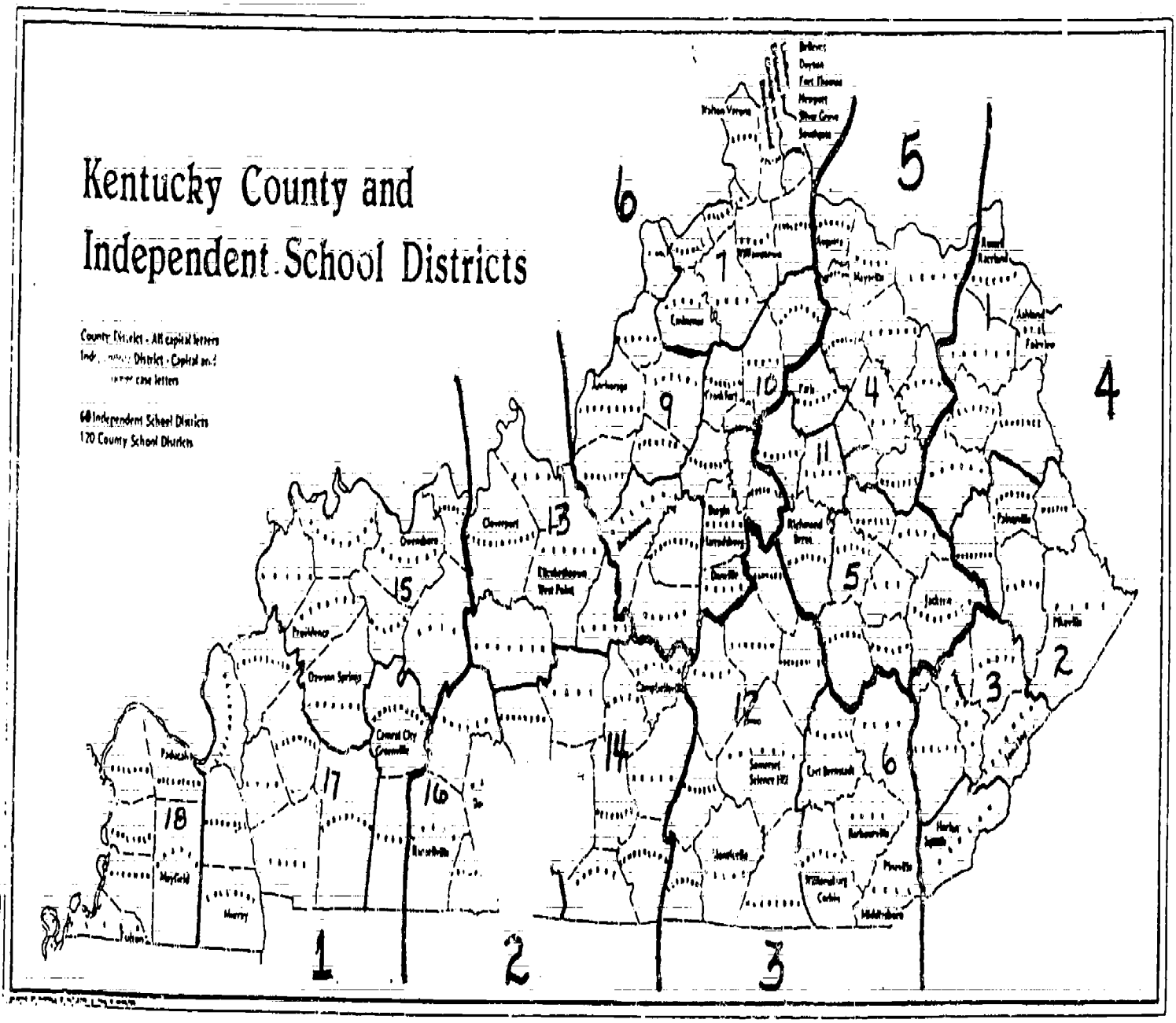
	Agency Personnel	Educators	Parents	Totals
BL - July '83	6	56	16	78
ake Cumberland - January '84	10	37	10	57
odel Site - February '84	7	21	8	36
arter Caves - April '84	3	30	11	44
BL - June '84	8	28	8	44
arren River - November '84	7	29	12	48
lorida - January '85	41	5	3	49
odel Site - February '85	5	17	8	30
ennessee - rch '85	20	52	--	72
ississippi - March '85	14	31	2	47
BL - June '85	21	40	9	70
orth Carolina - June '85	8	18	2	28
outh Carolina - November '85	4	24	2	30
ake Cumberland - December '85	1	42	3	46
ouisiana - February '86	6	16	1	23
rkansas - March '86	12	21	5	38
abama - April '86	21	6	--	27
eorgia - April '86	9	8	--	17
shington, D.C. - May '86	27	13	5	45
ryland/Virginia - May '86	5	12	--	17
st Virginia - May '86	9	--	--	9
L - June '86	7	37	7	51
TOTALS	251	543	112	906

APPENDIX F

Regional Divisions of Model Training Sites

REGIONAL DIVISIONS OF

MODEL TRAINING SITES



APPENDIX G

Model Sites Selection Criteria

Model Sites Selection Criteria

Model Site Training Program. The model site training program and workshop has been planned and designed to meet the needs expressed by many workshop participants for more advanced training on the individual school district level. This level of training will initially involve the selection of a six-member training team from six school districts (regions) throughout Kentucky (see appendix D for regional site distributions). The members of the training team will include a:

1. special education or adapted physical education teacher
2. regular education physical education teacher who has mainstreamed students in his/her classroom
3. parent of a handicapped student
4. building principal or other designated administrator or supervisor
5. district option person (i.e., science, physical education consultants, etc.)
6. community resource person (i.e., state or local park or resource personnel)

In order for a school to participate in the model site training program a representative from that school system (or community) must have participated in previous training workshops. Applications will be sent to these school systems inviting them to apply to become a model site team with the final selection of the site/teams made by the project staff and a selected outdoor education steering committee. Criteria for selection will include (but not limited to):

1. one member of team attended at least one of the previous workshops
2. must have a recognized special education program in the school
3. commitment and support from the school superintendent
4. the building principal or other designated administrator/ supervisor must be willing to serve on the team
5. available community resources and support personnel
6. representative statewide geographic distribution of model site teams
7. willingness to participate in two day intensive model site training and to conduct training for personnel from their district after being trained

APPENDIX H

Examples of Topics Covered by the Model Sites Training Program

Examples of Topics Covered by the Model Sites Training Program

The model site training program will use a "train the trainers" type of approach whereby individuals will participate in an intensive two day workshop to become familiar with the techniques and procedures commonly used to train personnel in outdoor/environmental education program planning and implementation. Among the topics to be presented include:

- skill development in outdoor/environmental education awareness activities
- overview of available outdoor/environmental education resources and materials
- in-depth overview and discussion of program planning and implementation strategies
- personnel training techniques
- organization and administration of outdoor/environmental education programs

Following the workshop, the training team will return to their respective school/community to begin to develop a plan of action to train their colleagues on how to integrate outdoor education into their school/classroom curriculum. On-going technical assistance, direction and frequent monitoring will be provided by the project staff (when needed) to ensure that quality programs will be maintained. The result of these programs will establish each school as a "model site" and serve as a resource to assist other schools in their district or region to develop similar programs. Ultimately this approach will enable more persons to receive the necessary training and awareness on the benefits of outdoor/environmental education for all students. The model site training workshop has been tentatively scheduled for February 1984 at Barren River State Resort Park.

APPENDIX I

Supplemental Activities

Supplemental Activities

Inservice Training:

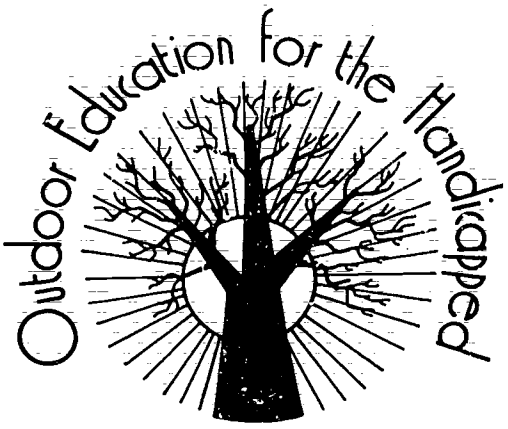
September, 1983 - Boyle County, Kentucky (3 hours)
October, 1983 - Owen County, Kentucky (2 hours)
October, 1983 - Jackson County, Kentucky (4½ hours)
November, 1983 - Kenton County, Kentucky (2 hours)
December, 1983 - Harlan County, Kentucky (2 hours)
May, 1984 - Jackson County, Kentucky (4 hours)
June, 1984 - Fayette County, Kentucky (8 hours)
June, 1984 - Fayette County, Kentucky (2 hours)
July, 1984 - Jefferson County, Kentucky (8 hours)
August, 1984 - Henderson County, Kentucky (8 hours)
October, 1984 - Jefferson County, Kentucky (4 hours)
October, 1984 - Jackson County, Kentucky (12 hours)
March, 1985 - Fayette County, Kentucky (2 hours)
April, 1985 - Nicholas County, Kentucky (3 hours)
August, 1985 - Caldwell County, Kentucky (8 hours)
April, 1986 - Caldwell County, Kentucky (8 hours)
April, 1986 - Hardin County, Kentucky (8 hours)
April, 1986 - Fayette County, Kentucky (8 hours)

Technical Assistance in Planning/Implementing Workshop:

October, 1983 - 4-H Elementary Fall Special Camp, Carlisle, Kentucky
April, 1984 - Integrated Outdoor Education Workshop, Dawson Springs, Kentucky
May, 1984 - Otter Creek Skills Development Workshop, Otter Creek, Kentucky
April, 1985 - Otter Creek Skills Development Workshop, Otter Creek, Kentucky
April, 1985 - Integrated Outdoor Education Workshop, Carlisle, Kentucky
June, 1985 - QUEST Camping Experience, LBL, Kentucky
September, 1985 - Green Valley Developmental Center, Greene Valley, Tennessee
March, 1986 - Integrated Outdoor Education Workshop, Carlisle, Kentucky
April, 1986 - Otter Creek Skills Development Workshop, Otter Creek, Kentucky
May, 1986 - 4-H High School Spring Special Camp, Carlisle, Kentucky
June, 1986 - QUEST Camping Experience, LBL, Kentucky

APPENDIX J

Project Brochure



A special project of the
University of Kentucky
College of Education

Project Background

The Outdoor Education for the Handicapped Project is administered by the University of Kentucky's College of Education with a grant from the U.S. Office of Special Education Programs, Division of Personnel Preparation. Additional funding to support training workshops in Kentucky is being provided by the Kentucky Department of Education, Office of Education for Exceptional Children. The Kentucky Department of Parks and the Tennessee Valley Authority are also providing resources to support the project. The training approach and design is based on a model training program developed by the University of Kentucky under a previous grant from the U.S. Office of Special Education Programs. The model has been nationally field tested with over 200 educators, parks and resource management personnel, and parents of handicapped children. Federal funding for the project has been approved for a period of three years beginning in June, 1983.

Purpose Of The Project

The purpose of the project is to provide training and technical assistance to school personnel, parks and resource management personnel, and parents of handicapped students to enable them to plan and implement outdoor education programs designed to meet the special needs of handicapped students in the least restricted environment.

Area To Be Served By The Project

The area to be served by the project includes the 13 southeastern states of Kentucky, Georgia, Alabama, North and South Carolina, Florida, Louisiana, West Virginia, Tennessee, Mississippi, Arkansas, Maryland, Virginia and The District of Columbia. Initial training workshops will be conducted in Kentucky during the first project year. Training opportunities will be available in the twelve other southeastern states and the District of Columbia beginning in the summer of 1984.

What Is Outdoor Education?

Outdoor education is an extension of the teaching/learning process from the school building to a variety of outdoor environments. It involves the provision of environmentally based, multi-sensory learning opportunities in a natural setting. Outdoor education is not a separate discipline or subject area. Rather, it is an interdisciplinary approach to the process of teaching and learning. It is based on accepted learning theories -- theories which advocate involving students in direct, hands-on, concrete learning experiences. As an instructional process, outdoor education provides the learner with highly motivating and creative activities in natural settings. The learner can be involved in all areas of the school curriculum in the outdoors by utilizing the natural environment as a real life learning laboratory. Outdoor learning activities may occur on the school site, at parks and recreation areas, residential or day camps, farms, gardens, forests, or other school/community sites. But most of all, outdoor education is an experiential, integrated and viable approach to training and learning.

Rationale

The outdoor environment has been found to be a fertile and effective medium for facilitating the growth, development and learning of all children and youth. During the past decade, researchers have begun to focus attention on the effects and benefits of utilizing the outdoor environment to achieve a wide range of therapeutic and educational objectives for children and youth with a wide range of handicapping conditions. The research data strongly suggest that programs which utilize the outdoor environment do in fact produce a variety of physical, emotional, intellectual and social benefits.

The quality of outdoor education programs directly reflects the ability and leadership of the personnel responsible for program planning and implementation. Because programs of this nature require the resources and expertise of individuals and organizations, the key to success is cooperative interaction of persons with varied training, knowledge and expertise working together as a team to achieve mutually shared goals and objectives. The overriding goal of the Outdoor Education for the Handicapped Project is to achieve this end.



Training Format/Content/Approach

The in-service training approach is designed to provide educators, park and resource management personnel and parents of handicapped students with the attitudes, knowledge and competencies needed to cooperatively design and implement outdoor education programs for all handicapped students. The training format will consist of a series of intensive residential workshops ranging in length from two to five days. The design of the training will also utilize the "training of trainers" approach which will enable each state to provide the necessary technical assistance and direct training services for personnel at both the school district and community levels.

The workshops are conducted at sites which possess both natural and man-made features and resources which facilitate the outdoor learning process, i.e., national, state or local parks. Emphasis is also placed on the utilization of school grounds for conducting outdoor programs. All workshop participants are involved in issues and topics necessary for effective outdoor education program planning and implementation for handicapped students. Emphasis is placed on hands-on activities and experiences designed to facilitate the use of the outdoor environment to augment and supplement the overall educational program for handicapped students. Examples of topics covered in the workshops include:

- Issues and Trends in Outdoor Education for the Handicapped
- Adapting Activities for Handicapped Students
- Methods and Techniques in Outdoor Education Program Planning and Implementation
- Utilizing School, Community and State Resources



Benefits For Educators

Just as outdoor education provides many educational benefits for students, it also offers specific benefits for educators. The outdoor environment provides a variety of tasks, settings and materials which can aid in the individual needs of disabled students. Concrete as opposed to abstract situations allow educators to provide for individual or group learning experiences. For many disabled students, skill development occurs more readily in this type of environment. Outdoor education involves an interdisciplinary approach to instruction involving all subject areas. Use of this instructional approach leads to more effective planning and cooperation among educators, parents and resource management personnel.

As more outdoor instruction is provided, barriers between students and authority figures begin to disappear. The educator's role changes to that of a facilitator and learner in the outdoor classroom, along with increased rapport and interaction with students. Improved teacher-student relationships indicate that outdoor education aids students in self-control of socially inappropriate behaviors, decreases these behaviors and decreases the rate of behavior problems in the classroom. Students are more eager to learn if activities are highly stimulating and relevant thus benefiting educators with increased student motivation and creativity. Outdoor activities require students to utilize and apply skills they have learned to real-life situations. Creativity may also be enhanced as students are encouraged to explore and interact with their environment through multisensory experiences and other learning activities.

Benefits For Parents

Involvement in the Outdoor Education for the Handicapped Project will benefit parents in partnership with educators and park resource personnel to acquire new skills, ideas and strategies to improve the quality of life for the child. The innovative and unlimited learning activities generated from outdoor education teaching methods will assure that the child has the opportunity to grow and develop with his or her non-handicapped peers through the provision of outdoor programs for students in the school, park and home setting.

In prior outdoor education workshops, follow-up evaluations by parents indicated that their child demonstrated improvement in self concept and in social behavior after participation in outdoor activities. The leisure, recreational and educational skills, self help skills and survival skills all acquired in the outdoor classroom will allow parents more freedom as their children become more socially and physically independent.

Benefits For Park And Resource Management Personnel

Many national, state and local park departments and community resource agencies offer a variety of outdoor services and programs which are available to school systems. By encouraging schools to utilize these facilities, educators become more aware of the instructional resources that are available to them in the outdoors. As orientation to the site increases, use also increases. After experiencing success at these sites, students then encourage parents to take family trips to these areas. The need for and the economic feasibility of the program becomes greater as use increases.

Increased utilization of facilities often results in cooperative planning efforts between educators and park and resource management personnel. Cooperative efforts lead to improved services. Through cooperation, knowledge and expertise in various areas are shared. Park and resource management personnel provide consultation and training for educators in utilizing outdoor facilities while educators share ideas and materials for working more effectively with disabled students.

TRAINING IMPACT

Many exciting programs are developing in Kentucky as a result of the training workshops. Some examples are:

- Several outdoor education in-services have been conducted at various schools in Kentucky to introduce teachers and administrators to outdoor education and provide ideas for utilizing the outdoors for teaching their students.
- Workshop participants have shared their experiences and information with other parents, teachers and park and resource management agencies in their areas through mini-workshops, generating some very exciting results.
- Teachers and parents are working together in implementing outdoor/environmental education programs in the classroom curriculum to teach subjects such as math, science, language arts, history and social studies.
- Students are exploring their schoolgrounds and experiencing learning in new, fun and exciting ways.
- Parents and teachers are utilizing parks and other agencies' natural areas and resources for programs ranging from nature study and field trips to outdoor cooking and camping.

Thus far many good things have come about as a result of the Outdoor Education for the Handicapped Project's training program and many new ideas and programs are anticipated for Kentucky and the twelve southeastern states!





Where To Get Information

For more information about the project, write or call the OEH Project at:

110 Maxwelton Court
University of Kentucky
Lexington, Kentucky 40506-0347
(606) 257-1721

The project information reported herein is being performed in part pursuant to Grant No. G008301695 from the U.S. Department of Education, Office of Special Education Programs. However, the opinions expressed do not necessarily reflect position or policy of the Office of Special Education and no official endorsement by the U.S. Department of Education should be inferred.

APPENDIX K

Copies of The New Leaf

THE NEW LEAF

Outdoor Education for the Handicapped Project
College of Education
110 Maxwelton Court, University of Kentucky, Lexington, KY. 40506-0347
(606) 257-1721

Winter 1984

OUTDOOR EDUCATION FOR THE HANDICAPPED PROJECT INTRODUCES NEWSLETTER!

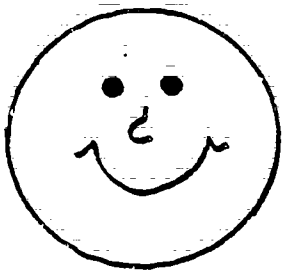
This newsletter is the first of what we hope will become a regular feature of the Outdoor Education for the Handicapped Project. So many good things have been occurring statewide as a result of our outdoor education workshops that we felt it was time to share some of this exciting news with you. There are many of you "out there" who are utilizing new and exciting techniques of outdoor education with your students and children. Needless to say, we are more than thrilled at the overwhelming responses we are receiving from so many individuals who have participated in our workshops as well as those who are eager to participate in future training activities. For our first workshop of 1984 we received over 160 applications. Unfortunately, we were able to accommodate only 60 of those; however, we are planning more workshops and in-services which will be available so please do not give up on us. We are eager to become involved with all of you and we invite your participation. We hope that you will enjoy this newletter and that it will help you in your endeavors.

WE DID IT OUTDOORS! WORKSHOPS WERE A SUCCESS

The Outdoor Education for the Handicapped Project is proud to report that, to date, three workshops have been successfully conducted at various locations in Kentucky. The intent of these workshops is to provide opportunities for school personnel, parks and other agency personnel and parents of handicapped children to develop the awareness, knowledge and skills needed to design and implement outdoor/environmental education programs for all handicapped children and youth. The first workshop, held in April, 1983 at Jenny Wiley State Resort Park was designed to introduce the basic concepts of outdoor/environmental education program planning and implementation for handicapped students. The second workshop, held at TVA's Land Between the Lakes Brandon Spring Group Camp in July, 1983, was designed to reinforce and complement skills learned at the April workshop and to introduce new concepts and approaches to outdoor/environmental education. Because of heavy demand, a second introductory workshop was held at Lake Cumberland State Resort Park this past January. Participants attending the three workshops represented 47 public and independent school districts from throughout Kentucky and 21 federal, state and local government and community agencies. A total of 34 parents of handicapped children also participated and proved to be a very positive component of the cooperative approach to outdoor/environmental education program planning. The table on the following page illustrates the number of the participants in each major category.

Participant Category	Workshop			
	April	July	January	Total
Educators	43	56	37	136
Parents	8	16	10	34
Agency Personnel	8	6	10	24
Total	59	78	57	194

The number of applications for all these workshops was greater than the number of spaces available. We regret that we were unable to serve all of those who applied and will give top priority to this group for future introductory workshops. A high percentage of participants have indicated interest in hosting a workshop or inservice in their school district, and have indicated an awareness of other teachers and parents in their communities who would be interested in attending future workshops. We are encouraged by these expressions of interest and will make every effort to provide future training opportunities for all who would like to participate.



SPECIAL THANKS TO SOME SPECIAL FOLKS!

Many talented and dedicated people have contributed to the success of the training program. While space won't allow us to acknowledge all, we wish to extend a very special thanks to some of those whose contributions have been indispensable including: TVA's Land Between the Lakes staffers Ann Wright, Mary Weeks, Nina Fortner and Wally Brines (to name just a few); Bill Marshall, Ed Henson, former Commissioner Lou Karibo and the staff of the Kentucky Department of Parks; Carlene Gobert, Bob Kennoy and the staff of the Office of Education for Exceptional Children (formerly BEEC); Terry Wilson, Director of Murray State's Environmental Education Center; Vicki Stayton, doctoral candidate in special education at the University of Illinois (good luck Vicki!); Dick LeMaster, Fayette County 4-H Extension Agent; Jim Nance, associate professor of physical education at U.K.; Bob Fortney, chairman of the special education department at Lexington's Henry Clay High School; Bill Wilson, physical education consultant for the Kentucky Department of Education; Lib Roller, coordinator of Metro Nashville Public School's Environmental Education Program; Bob Cipriano, chairman of the recreation and leisure studies department at Southern Connecticut University; Darrell Young, professor of outdoor science education at the State University of New York at Buffalo and Arnold Fassler, Director of Connecticut's Special Education Resource Center.

PROGRAM HIGHLIGHTS

Participants who attend outdoor/environmental workshops are presented with a variety of information on the cooperative, interdisciplinary approach to program planning and implementation. Particular attention is focused on parent and community resource involvement in the program planning and implementation process. Major emphasis is placed on awareness building activities using "hands-on" types of learning experiences. Workshop programs feature a wide variety of activities appropriate for handicapped students as well as outdoor learning experiences which are directly related to specific curriculum areas such as math, science, language arts, etc. Participants have indicated that the "direct experience" learning approach offers a stimulating and rewarding source of knowledge to be gained by our handicapped children. We might add, the unpredictable factor of the weather has thus far appeared to enhance overall "group spirit" during the workshops. Workshop participants have encountered a variety of diverse weather conditions including 102° heat in July, snow in April!! and again, but more appropriate, snow in January. We have found that dealing with these diverse weather conditions has contributed to an overall "camaraderie" among participants and, incidentally, that this type of programming can be done anytime during the year.

Special highlights from recent workshops have included presentations by Dian Thomas from the NBC Today Show on "Creative Cooking"; Lib Roller, Coordinator of the Outdoor/Environmental Education Program for Metro Nashville Public Schools, who has stimulated so many to become outdoor education enthusiasts and to discover the most minute details of our natural environment and the many "critters" in the woods; and Dr. Arnold Fassler, Director of the Special Education Resource Center in Hartford, CT who shared his inspirational thoughts with our January participants and directed our realization of where the lack of emphasis has been, and continues to be placed, within our educational system. Perhaps the most significant highlight has been the degree of enthusiasm and commitment shown by workshop participants - the new friendships and alliances formed - and the sense that something good and positive for our handicapped children will come out of all of this. We are reassured that our children are in very good hands indeed!

We are pleased to share with you some of the comments received from workshop participants:

- "The skills and attitudes I have learned will be shared with all my handicapped students immediately."
- "I received many great ideas to use with my child and it is nice to have knowledge that there are so many teachers who are committed and caring."
- "I found the workshop helpful particularly as a stimulant for parent advocacy for outdoor education."
- "Many ideas I can do tomorrow with my children."
- "I received more ideas to take to parent meetings and start working with my child before she starts to school.
- "Awareness of a new, more vital movement toward effective education."
- "I was able to communicate with other parents and understand their viewpoint."
- "I have had actual experience that can be taken directly to the classroom. I've also had a new world of instructional strategy opened to me. I've fallen in love with nature. Life seems a little richer and exciting than before."

Our appreciation to all of you for the positive input! We encourage your continued dialog - positive or negative.

ADDITIONAL TRAINING OPPORTUNITIES BEING SCHEDULED

The schedule for training activities for the remainder of the winter, spring and summer is beginning to take shape. Following is a summary of some of the major activities being planned.

Workshop Set for Model Site Teams

Numerous schools and school districts from throughout the state have applied for designation as model sites. Six applicants will be selected and invited to send six member teams to Lexington for a model site training workshop scheduled for March 7 through 9. Training teams will then be responsible for identifying and training other personnel in their schools and communities for the purpose of planning and implementing new, or expanding existing, outdoor/environmental education programs and experiences for their special education students. Each six member team will include a special education teacher, a regular classroom or physical education teacher, a parent of a handicapped student, an administrator or supervisor, a community resource person, and one person to be selected at the option of the applicant. At least one member of the team must have participated in one of the previous outdoor education workshops conducted by the project during the past year. Announcement of model sites will be made shortly.

Advanced Training Workshops Set for April and July

Two advanced training workshops are planned for the spring and summer of 1984. These workshops will involve selected participants who have attended one of the previous introductory workshops and each will be able to accommodate approximately 60 persons. The first workshop will be held at Carter Caves State Resort Park in eastern Kentucky on April 15 through 17. The second will be conducted at Brandon Spring Group Camp at TVA's Land Between the Lakes in western Kentucky on July 15 through 18. The purpose of both workshops will be to provide more indepth training on outdoor/environmental education program planning and implementation by allowing participants opportunities to gain additional skills and better understanding in such areas as administration of outdoor programs, how to develop the school site into an outdoor learning laboratory and techniques for accessing local and state resources. Further information about these workshops will be available soon from the project office.

Outdoor Education Skills Workshop to be Held in April

Otter Creek Park near Louisville will be the site of an Outdoor Education Workshop on April 27 through 29. The workshop is being co-sponsored by the Outdoor Education for the Handicapped Project and the Kentucky Department of Education. The workshop will focus almost exclusively on hands-on skills development such as archery, ropes course, outdoor cooking, outdoor photography, nature interpretation, caving, canoeing, rappelling and other exciting activities.

A registration fee of $15 will be charged to help defray the cost of meals and lodging. Participants may bring a family member or members (dependent on space availability) at a cost of $24 each. Family members will be allowed to participate in many workshop activities. Further information and workshop registration forms can be obtained from the project office (606) 257-1721 or from Mr. Bill Wilson, Room 1807 Capitol Plaza Tower, Frankfort, KY 40601 - (502) 564-2106.

INTEGRATED OUTDOOR EDUCATION WORKSHOP PLANNED FOR MAY

Seventy-five people from the six western and central Kentucky MR/DD regions will be invited to attend an integrated outdoor workshop at Dawson Springs 4-H Camp in western Kentucky on May 10-13. The participants will consist of 36 MR/DD adults, 18 siblings of people with MR/DD, and 10 staff members from each of the MR/DD regions. The agenda will offer many exciting outdoor related activities including outdoor cooking, campcraft, ropes/adventure courses, waterfront activities, night hikes, campouts and star gazing. For more information please contact:

Jane Hart
Community Services for Mental Retardation
275 E. Main
Frankfort, KY 40621
(502) 564-7700

He who never made a mistake never made a discovery.

Samuel Smiles

TRAINING TO BE INTRODUCED TO OTHER STATES

Beginning this spring, project staff will begin working with key leaders in twelve additional southeastern states and the District of Columbia to initiate outdoor education for the handicapped training workshops. States to be included in this effort are Alabama, Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North and South Carolina, Tennessee, Virginia and West Virginia. The Connecticut Department of Education, Bureau of Student Services has also announced that it will make funds available to support outdoor education for the handicapped training modeled after the program in Kentucky.

Orientation meetings with key educators, parents and agency personnel will be held during the spring. The meetings will provide project staff an opportunity to inform personnel in these states about the project and to solicit input and recommendations for planning and designing a training program suited to their particular needs, interests and resources. We are delighted to have an opportunity to share with others the benefits of our efforts in Kentucky.

1983 IN-SERVICES

During the past year the outdoor education staff has conducted numerous in-services throughout the state to aid teachers in implementing new and innovative techniques for instruction of outdoor education activities for special education students. Following is a list of the school districts who have thus far participated:

September 27 - BOYLE COUNTY (3 hr. in-service)

October 6 - OWEN COUNTY (2 hr. in-service)

October 16 - JACKSON COUNTY (4 1/2 hr. in-service)

November 22 - KENTON COUNTY (Ryland Heights Elementary School, 2 hr. in-service)

December 9 - HARLAN COUNTY (2 hr. in-service)

Keep up the good work!

PLEASE CONTACT OUR OFFICE IF YOU WOULD BE INTERESTED IN HAVING AN IN-SERVICE IN YOUR SCHOOL.

PARENT INVOLVEMENT

Parent involvement and participation is a key element of the cooperative planning approach to planning and implementing outdoor education programs for handicapped students. In keeping with this philosophy, the project has made special efforts to assure that parents are included as participants in all workshops and other training activities. Active parental support and involvement must exist if programs are to succeed on a permanent basis. To date, a total of 34 parents have participated in the workshops.

We have been most impressed and gratified with the enthusiasm and support shown by these parents. We have also been impressed with the quality of interaction that has taken place between school personnel and parents. In the environment of the workshop setting, it is often impossible to distinquish who is a teacher, who is a parent, who is an expert, etc. We believe that this phenomenon, with everyone on common ground, provides a basis for developing trust and confidence in a non-threatening environment. It also provides an opportunity for school personnel and parents to get to know each other as people rather than in their roles as teacher or parent.

Based on feedback we have received since the workshops, it appears some difficulties are being encountered with regard to maintaining parent involvement in follow-up program planning and implementation efforts. We suspect that a major part of this problem can be attributed to a lack of effective, on-going communications between school personnel and parents. Let us hasten to point out that this is a typical problem and no one in particular is at fault.

In order to address this problem, and provide a basis for on-going program planning and implementation, we suggest the establishment of a local action planning team. The team should include representatives from the school, parents and personnel representing agencies and organizations whose expertise and resources are needed for program implementation.

We recognize that establishing action planning teams provides only a framework within which program planning and implementation can take place and that the potential for meaningful results must be present to justify the investment of valuable time and resources. We believe that the potential does exist and that you will find the effort to be worthwhile. Why not give it a try? If you would like some help, please call Gene Young, the parent involvement coordinator for the project.

How to Bury A Good Idea
- -It will never work.
- -We've never done it that way before.
- -We're doing fine without it.
- -We can't afford it.
- -We're not ready for it.
- -It is not our responsibility.

(Programming Trends in Therapeutic Recreation - August 81)

Because you
show you
care
even fleetingly
The loneliness of
crowded rooms
disappears

Arnold Fassler

BRECKINRIDGE COUNTY: Has a new teaching plan! Brenda Boyd reports eleven TMH students ages 11-14 will participate in outdoor activities. The emphasis of the activities will teach and reinforce reading and math skills.

CARLISLE COUNTY: Is turned on by therapeutic recreation classes! LaVerta Johnson reports adults and children from the Comp-Care Special Education Clinic at Murray State University are participating in therapeutic classes as a result from the Land Between the Lakes outdoor education for the handicapped workshop.

FAYETTE COUNTY: Does it with Style. In October Bob Fortney, Dick LeMaster, Evelyn Argo, Pat Michaux, Diane Barnes, Mike Kennedy, and Richard Zachmeyer could be found with 90 elementary aged campers at the North Central 4-H camp for the 8th annual 4-H Elementary Fall Special Camp. Highlights were the rain ALL weekend, the continuous roaring fire in the lodge, and a hog nosed snake named "Ralph"! (or was it Elmer?)

Pat Michaux, a physical education teacher at Julius Marks Elementary, and her 6th grade hiking club have been programming at Raven Run nature sanctuary with Dick LeMaster (4-H agent), and Diane Barnes (Special Populations Coordinator for Lexington Fayette Urban County Government Parks and Recreation Dept.). This group is also planning a "cold weather workshop" to the North Central 4-H camp in February! Highlights of this trip will be keeping warm and dry!!

Becky Bushong and Bob Fortney of Henry Clay High School incorporated making buddy burners into their functional tool and home economics classes in November. Their multihandicapped students used their new buddy burners to cook their own lunch out behind the school. As luck would have it, there was rain for the entire day! Happiness is a covered shelter, 6 wet students, and two drowned teachers!!

Rhonda Fairfax, a TMH teacher at Leestown Jr. High, started her year off with outdoor education. At her parents orientation night she featured the activities that she had both seen and done at the LBL summer workshop. Bob Fortney and Dick LeMaster were present to show slides and discuss outdoor education opportunities with the parents. Rhonda has also taken her TMH and Autistic students on an October weekend camping trip using the YMCA's Bar Y camp site. She has also incorporated monthly outdoor education experiences into her entire teaching year!

Pat Michaux reports twenty-five Fayette County students went to 4-H campground in Carlisle, Kentucky. They cooked on Buddy Burners (which they made themselves), learned backpacking skills, took a midnight hike along a creekbed, went canoeing, experienced a nature study activity, nature games and other activities. Then they all experienced exhaustion!

FLOYD COUNTY: Moves biology unit outdoors! Brenda Cain reports innovative and rewarding learning activities to study plants are happening at Betsy Layne High School. Some of the activities include: 1) keeping the lawn free of garbage 2) identifying basic lawn care needs 3) practicing good lawn mowing and trimming technique 4) practicing several methods of weed control 5) describing and practicing good watering, seeding, fertilizing and raking techniques and 6) building compost to use as a fertilizer 7) identifying and caring for the indoor and outdoor plants we use to decorate our homes 8) identifying the ten most common trees found in this area and their leaves.

HARDIN COUNTY: Busy as Bee's for Outdoor Education. Diana Bennett reports outdoor education is blossoming all over in Pineyville. The brownie girl scout troop has been integrated and the results "have been terrific". The TMH class ages 13-20 have been involved in: crafts with natural products, plant care, school ground hikes, new games for learning both indoors and outdoors, and making wood clipboards for Christmas presents for parents. That's just the beginning for Hardin County.

Plans for this Spring include: fishing, outdoor cooking, hiking and outdoor activities in local parks, natural arts and crafts, and planting garden plants from seed.

JEFFERSON COUNTY: Introducing Outdoor Education! Gerry Snyder reports EMH grades 9 through 12 (ages 15-19 years) are experiencing outdoor education teaching methods in the classroom.

KNOX COUNTY: Bonnie Lou Baker strikes! Bonnie has given mini in-services to all ten (10) school districts on outdoor education. The Jackson County Special Education teachers are planning an outdoor education program which includes a nature trail. The Eastern Kentucky educators are working with Pine Mountain Environmental School staff on a program for special education students.

LAUREL COUNTY: A "Wild Life" for In-Service! Opal Sibert of London is spreading the word about outdoor education and as a result has become Environmental Education Coordinator. Opal has given outdoor education in-services to teachers in: Laurel County, Harlan County and Clay County. She has also given an in-service to principals of Laurel County at Levi Jackson State Park. Students have had a field trip to Mountain View Coal Company and a party at Levi Jackson State Park. Keep up the good work!

MCCRACKEN COUNTY: We're "cracken" in McCracken for Outdoor Education. Alice Sanders reports in Paducah the students have been spending time outdoors: For example, a trip to Empire farm in the Land Between the Lakes and creek walk to collect stones for a nature craft project were enjoyed. Speaking of enjoyment how about making ice cream in a tin can...they did! Plans for 1984 are looking good for outdoor education. EMH and LD students (ages 8-11) made candles and bird feeders. There will also be a nature hike and snow fun for the students to learn, grow and have fun.

OWEN COUNTY: Outdoor Education is happening here! In Owenton Debra Gash has integrated outdoor education activities into her regular curriculum. Language art and art activities have been planned around the seasons. Bob Leggett, 4-H agent, has been very helpful in securing materials and providing support for outdoor education programs.

CURIOUS GEORGE

from Patty Smith
Naturalist, Otter Creek Park

Curious George thought that mud puddles were great fun. His mother told him that they were dirty and disgusting. Curious George thought that the woods were filled with delightful surprises. His mother warned him that it was a haven for horrible spiders and snakes.

Curious George thought that the weed patch behind his house was a magical kingdom. His father thought it was an unsightly eyesore. "Nature should be kept in her place," he said, as he cut down the weeds and cleaned out the fence row.

Curious George went to school. He thought that learning and fun were the same thing. His teacher thought that learning was something you did in the classroom and fun was something you did outside the classroom after you had finished learning.

Curious George wandered from the asphalt playground to collect some weeds and seeds for his science collection. His teacher failed to see the humor or the teaching opportunity, scolded him for collecting seeds in his socks.

Time has passed. George is now in the 8th grade. He is a model student and quite a young gentleman. He has learned to avoid mud puddles because they are dirty and disgusting. He has learned to avoid woods with all of its dangerous spiders and snakes. He even helps his father keep Nature in her place by keeping the fence rows neat and clean.

George is no longer interested in weeds and seeds, except at meal times but he doesn't recognize them anymore. Yes, George has grown up to be a model student; the perfect example of all that he's learned from the fallacies he's been taught.

FORTHCOMING STATEWIDE EVENTS

KENTUCKY STATE PARK EVENTS:

February 17, 18
Wildlife Photography Weekend
Lake Cumberland State Resort Park
Trips, lectures, and programs dealing with wildlife photography will be presented. As the workshop participants found in January, this park is known for its large and varying mammal population.
Ed VonGruenigen or Steve Thomas (502) 343-3111

February 19
Eagles Weekend
Lake Barkley State Resort Park
Fieldtrips and lodge programs
For reservations: (502) 924-1171
Bill Stevens

March 3
Nature Photography Workshop
Cumberland Falls State Resort Park
One day workshop featuring expert photography methods of wildlife photographers by John Shaw and Larry West. $20.00 registration fee.
Jeanne McConnell (606) 528-4121

May 11-12
5th First International Strange Music Weekend
Carter Caves State Resort Park
Features the music of wash tubs, jugs, and just about anything that sounds can be coaxed from. Has been featured on national news, radio and TV shows.
John Tierney (606) 286-4411

OTHER EVENTS OF INTEREST:

March 11-12
Louisville Holiday Inn
Leadership Training Workshops 4-H Program
Over 500 volunteer leaders throughout Kentucky will meet in Louisville for a series of 40 different and varied training workshops. See your local 4-H Extension Agent for details and registration materials.

University of Louisville, Joseph Rauch Memorial Planetarium Belknap Campus/Louisville, Kentucky 40292, (502) 588-6665
Special Planetarium shows available for classes of visually and hearing impaired, LD, EMH, TMH, and profoundly handicapped.
.75¢ fee

Pine Mountain Settlement School
Pine Mountain - Harlan County, 40810
Offers the following Environmental classes and workshops. The site is deep in the mountains of eastern Kentucky and is located in a former settlement school. Very rustic!!

Wildflower Weekend April 13-15
Black Mountain Weekend May 4-6
Edible Plants Workshop June 15-17
Medicinal Plants Workshop August 3-5
Contact: Karoun Cartozian
(606) 558-4481

BITS AND PIECES

The Advisory Council of the KAEE(Kentucky Association for Environmental Education) would like to obtain names of individuals in every school district in Kentucky who could act as environmental education contacts. These contacts would periodically update the Advisory Council and/or the Department of Education on items of interest to environmental educators and other concerned individuals. There is no limit to numbers-per-district. Names of prospective contacts can be submitted to Ann Seppenfield, Department of Education, Capital Plaza Tower, Frankfort, Kentucky 40601

OTHER TIDBITS

Jenny Wiley Trail guide- Free for asking from Ed Henson, Kentucky Department of Parks. Provides a complete description of the 180 miles of backpacking trails in eastern Kentucky (502) 564-5410.

Kentucky State Park Naturalist Newsletter- Contact Ed Henson, Kentucky Department of Parks. Informative and appropriate for classroom use, includes updates on all park events!

THE BOOK SHELF

Wild Plants You Can Eat. Dr. Darrell Young, a July workshop participant, recently released a new book entitled Wild Plants You Can Eat offering information on location, description (including a black and white photo of each plant), nutritional values, and proper cooking techniques. Dr. Young has prepared a complete entry on each of thirty wild plants that we can find at roadsides, in vacant lots, near ponds, and in the woods. Ages 8 up; order #42407; $9.79 from:

Julian Messner
Simon and Schuster, Inc.
1230 Avenue of the Americas
New York, New York 10020
Attn: Sales Office

A Patch of Earth by Lani Van Ryzin. Kids are encouraged to use natural elements such as earth, stones, twigs, grass and water to create towns, castles, miniature landscapes, moonscapes. Illustrated; grade 3 up. Also available from Messner for $7.59.

Leader's Guide to the 24-Hour Experience by Larry Buell. A "How to" low cost, low equipment guide to programming for a 24-hour outdoor experience. $7.95 from:

Environmental Awareness Publications
P.O. Box 990
Greenfield, MA 01302

A Leader's Guide to Nature Oriented Activities by Betty van der Smissen and Oswald Goering. Focuses on how to develop a nature oriented program, nature crafts, outdoor living skills, adventure outing sports. $8.50 from Environmental Awareness Publications (see above).

Clouds on the Clothesline and 200 Other Great Games by Jack Pearse, Jane McCutcheon and Barrie Laughton. A potpourri of nature games, campcraft, active, semi-active games and mixers. $6.95 from Environmental Awareness Publications.

Initiative Games edited by Banjy Simpson. Over 80 individual and group initiative games and exercises. $6.95 from Environmental Awareness Publications.

More New Games by Andrew Fluegelman. A continuation of the New Games book with over 60 new games. $6.95 from Environmental Awareness Publications.

The Fall of Freddie the Leaf: A Story of Life for All Ages by Dr. Lee Buscaglia. A very special book for children which reflects life's transitional process. $7.95 from:

Holt, Rinehart and Winston
383 Madison Avenue
New York, New York 10017

* * * * * * * * * *

GET 'EM WHILE THEY LAST!

At our Lake Cumberland workshop a new outdoor education sweatshirt was introduced for sale to all participants. Needless to say, these shirts are becoming a real hit with outdoor enthusiasts. For this reason our staff has decided to extend the availability of these shirts to all individuals on our mailing list. These shirts are a very nice quality (50-polyester, 50-cotton) are white with hoods, a front pocket, and long sleeves. Our Outdoor Education for the Handicapped logo and workshop logo "I Did It Outdoors" appears in blue and green. For only $12.00 (plus $1.00 for shipping charge), you can be the proud owner of one, two or even three of these sharp shirts and let others in your area know you care about and support "Outdoor Education for the Handicapped." For your convenience we have provided an order form on the back of the newsletter. Please do not send cash, a limited supply of small and large sizes is on hand and can be shipped immediately. Medium and extra large sizes will be special ordered-so allow 2 to 3 weeks for delivery.

PROJECT STAFF

Dennis Vinton	Project Director
Anne Cassidy	Training Director/Project Coordinator
Ann Wright	Associate Project Director
Bill Marshall	Associate Project Director
Jenny Mayberry	Special Education Coordinator
Gene Young	Parent Involvement Coordinator
Evelyn Argo	Graduate Assistant
Richard Zachmeyer	Graduate Assistant
Susan Smith	Staff Assistant
Betty Williams	Staff Assistant

LET'S HEAR FROM YOU

Please drop us a line from time to time to let us know what you are doing. Send us copies of any informational materials you may develop for your program. We will try to print as many news items as space permits in future issues of "The New Leaf". Also, let us know what you think about the newsletter. Your suggestions will be appreciated.

* * * * * * *

Funding for the Outdoor Education for the Handicapped Project is being provided, in part, by the Office of Special Education Programs, U.S. Department of Education and by the Office of Education for Exceptional Children, Kentucky Department of Education. The opinions expressed herein do not necessarily reflect the position or policy of either the U.S. Department of Education or the Kentucky Department of Education, and no official endorsement should be inferred.

SWEAT SHIRT ORDER FORM

Name:_____

Address:_____

City_____ State_____ Zip_____

Phone:_____

Please indicate size:

S_____ M_____ L_____ Ex.L._____

*Please make checks payable to: Dennis Vinton
($12.00 plus $1.00 shipping)

Mail to: Outdoor Education for the Handicapped Project
110 Maxwelton Court
University of Kentucky
Lexington, Kentucky 40506-0347
Attention: Jenny Mayberry

SHARE YOUR GOOD FEELINGS

If you found attending an outdoor education for the handicapped workshop a worthwhile experience, it always helps to spread the word or pass the roses to those funding sources and government officials who behind the scenes make it all possible. Sharing your thoughts in writing with others, such as the people listed below, will help us continue our efforts of promoting outdoor education for all students.

Madeleine Will
Asst. Secretary
Special Education and
Rehabilitative Services
U.S. Dept. of Education
Washington, DC 20202

Alice McDonald
Superintendent of
Public Instruction
1st Floor
Capital Plaza Tower
Frankfort, KY 40601

Carlene Gobert
Office of Education for
Exceptional Children
Department of Education
Capital Plaza Tower
8th Floor
Frankfort, KY 40601

All too often positive feedback never reaches those who make the important decisions. We're sure a positive note from you will brighten their day. Thank you for taking the time to voice your support.

CENTER FOR PROFESSIONAL DEVELOPMENT
OUTDOOR EDUCATION FOR THE HANDICAPPED PROJECT
110 MAXWELTON COURT
UNIVERSITY OF KENTUCKY
LEXINGTON, KY. 40506-0347

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THE NEW LEAF

Outdoor Education for the Handicapped Project
College of Education
110 Maxwelton Court, University of Kentucky, Lexington, KY. 40506-0347
(606) 257-1721

Winter 1985

WE'RE STILL DOING IT OUTDOORS!

WORKSHOPS CONTINUE TO BE A SUCCESS

The Outdoor Education Project staff has been so busy planning and implementing workshops that it has been difficult to find time to produce the second edition of our newsletter! The response from individuals who have participated in workshops and who are eager to participate continues to overwhelm us. As we see another year close we are extremely pleased with a new awareness of so many of you who have integrated outdoor education into your programming as a result of workshop participation. Since our last newsletter we have held four workshops and have conducted over 13 in-services. As we look toward the new year we find our schedules busy with in-services and workshops for other specific groups throughout Kentucky. In addition, project staff will initiate our workshops in the southeastern states, the first being in Miami in January (sigh)! As always, we are eager to be of service to you in any way, so please feel free to call on us. We thank you for your involvement and enthusiasm and eagerly look forward to your future support.

WORKSHOP HIGHLIGHTS

Since our last newsletter the Outdoor Education Project has conducted three additional advanced training workshops and one introductory workshop. A total of 172 educators, parents of handicapped students and community agency personnel attended these workshops. Of these participants, approximately 50 were first-time participants. The table on the following page illustrates the number of participants in each category for the four workshops. Highlights from the workshops include:

March 1984 (Carnahan House - Lexington): Model Site Training Workshop. Six model sites were selected from across the state to participate in this workshop. The workshop was designed to establish teams of trained personnel to provide leadership and training for others in their districts in the development of ongoing outdoor/environmental education programs for handicapped students. Each model site team returned to their respective school districts and conducted in-service training for other educators, administrators, parents and community agency personnel.

April 1984 (Carter Caves State Park): School Site Development Workshop. This workshop focused on the development and utilization of the schoolyard as an outdoor classroom. Highlights included school site development simulations, curriculum field activities, resource sharing and cave exploration.

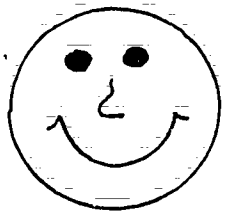
July 1984 (TVA's Land Between the Lakes): Advanced Training Workshop. Brandon Spring Group Camp was the setting for this advanced training workshop which was designed to give participants more advanced training in the areas of outdoor curriculum field activities and outdoor skills. Representatives from six southeastern states attended the workshop to begin plans for implementing similar outdoor education training workshops in their states.

November 1984 (Barren River Lake State Park): Introductory Workshop. Due to the demand for more training opportunities for persons who had not been involved in any of the Outdoor Education Project's previous workshops another introductory workshop was offered this year. The purpose of the workshop was to introduce participants to the basic concepts of outdoor education program planning and implementation for handicapped students. Like previous introductory workshops a variety of hands-on activities were introduced with special emphasis on adapting activities for severely handicapped students. The workshop was funded by the Kentucky Department of Education-Office of Education for Exceptional Children.

The staff of the Outdoor Education Project would like to thank all the workshop participants for their enthusiasm, energy and willingness to learn and all the trainers and resource persons who devoted their time and efforts to making the outdoor education workshops a success.

Participant Category	Workshop				
	March	April	July	November	Total
Educators	21	30	28	29	108
Parents	8	11	8	12	39
Agency Personnel	7	3	8	7	25
TOTAL	36	44	44	48	172

The number of applications for all these workshops was greater than the number of spaces available. We regret that we were unable to serve all of those who applied and we appreciate the expressions of interest. For further information regarding future training please contact the project office.



1984 IN-SERVICES

MODEL SITES CONDUCT IN-SERVICES

Six model site teams trained at the Outdoor Education for the Handicapped Project's March Model Site Workshop in Lexington returned to their school districts and conducted outdoor education in-services for other school personnel, parents of handicapped students and community agency personnel. The six model sites and highlights from their in-services are as follows:

Ashland Elementary (Fayette County): Ashland's model site team, led by principal George McKenzie, conducted two in-services for teachers, parents, community resource and central office personnel. The first in-service, held in March, was an introductory two hour in-service to catch the participants' interest and to introduce them to outdoor education. A second half-day in-service was held in August at Ashland School and consisted of hands on training in outdoor education. Good work Ashland!

Barren County School for the Handicapped: Head Teacher Sandra Rigney coordinated BCSH's outdoor education in-service held at Barren River State Park. Mary Dee Miller, Park Naturalist, led a nature walk at the park. The in-service was well attended and much interest was generated as a result of activities done during the in-service.

Binet School (Jefferson County): Binet School has certainly been busy with outdoor education! To date the Binet team has conducted four outdoor education training sessions. The sessions included school staff, parents and students and were conducted at Blackacre Nature Preserve and Otter Creek Park. The first session, a three-hour in-service, included approximately 70 participants and consisted of hikes, new games, science and craft activities. In September an all day in-service was held during which a challenge course and tepee were built. Also in September, approximately 75 Binet teachers, parents and students participated in an overnight campout at Otter Creek Park. Lastly, in October Binet staff participated in a Project Learning Tree in-service. Keep up the good work Binet!

Grayson County Middle School: The Grayson County model site team, headed by Carol Walker, conducted an all day in-service at Rough River State Park in October that included approximately 25 educators, parents and resource persons. Participants started bright and early in the morning by cooking their breakfasts on tin can stoves and buddy burners! (and their lunch). Between those delicious meals participants were involved in many other outdoor education activities. A job well done Grayson County!

Ryland Heights Elementary (Kenton County): Principal Richard Day not only got Kenton County teachers, parents and community personnel involved in Ryland's outdoor education in-service but his model site team went right to the top and also conducted an administrative outdoor education workshop especially for Kenton County school administrators. The Ryland crew also compiled a first rate outdoor education handbook for the in-service participants. Hats off to Ryland and the great job they're doing!

Sand Gap Elementary (Jackson County): The Jackson County model site team (better known as the "over the hills gang") conducted a six-hour outdoor education in-service at Sand Gap for a total of 45 participants including teachers' aids, parents, community resource personnel, the principal and social worker. They even got the Judge/Executive involved! Great job Jackson County!

The Outdoor Education Project staff has also conducted numerous in-services throughout the state. Following is a listing of in-services conducted to date.

May 29 - Jackson County gifted students workshop (1/2 day)

June 1 - Fayette County-Central Kentucky Re-Ed Program (1 day)

June 22- Lexington Fayette Urban County Parks and Recreation in-service for summer special camp personnel (2 hours)

July 25 - Jefferson County - Kentucky Individualized Kindergarten (KIK) Conference (1 day)

August 17 - Henderson County Green River Comprehensive Care (1 day)

October 11 - Jefferson County - KIK Conference-Project WILD workshop (1/2 day)

October 26 - Jackson County - overnight campout for gifted students

ADDITIONAL TRAINING OPPORTUNITIES BEING SCHEDULED

Following is a summary of the major training activites which are scheduled.

Second Workshop Set for Model Site Teams

The model site training workshop has been set for February 20-22 and is to be held at North Central 4-H Center, Carlisle, Kentucky. Seven Kentucky school systems will be selected. Each six member team must include a special education teacher, a regular classroom teacher or physical education teacher, parent of a handicapped student, an administrator or supervisor, a community resource person and one person to be selected at the option of the applicant. At least one member of the team must have participated in one of the previous workshops conducted by the project during the past two years. The purpose of the Model Site Training program is to provide training and technical assistance to the training teams so that they may train others in their school district or community to plan and implement outdoor/environmental education programs for their handicapped students. A small stipend may possibly be provided.

This workshop will be a repetition of the model site training workshop held in Lexington March 7-9 in 1984. Six sites were selected for that workshop and as a result each have successfully been implementing many exciting education programs throughout the past year within their school districts.

SOUTHEASTERN STATES TRAINING TO BE INITIATED

Last January, 1983 the Outdoor Education Project began working with key leaders in twelve additional southeastern states and the District of Columbia to initiate outdoor education for the handicapped training workshops. As a result of this endeavor the outdoor education project will travel to Miami, January 27-29 to conduct the first workshop. This workshop will be co-sponsored by the City of Miami, Department of Parks and Recreation, Programs for the Handicapped with a grant funded in part by the Health and Human Services, Office of Developmental Disabilities. Other workshops scheduled at this time include: Cedars of Lebanon State Park-Nashville, Tennessee, March 3-5; Wakiah Springs State Park- Orlando, Florida, March 17-19; and Roosevelt State Park-Morton, Mississippi, March 24-26. These workshops will follow a similar format of the introductory workshops conducted in Kentucky during the past three years. We are pleased to become affiliated with these states and to share the many benefits of our efforts with them.

SOUTHEASTERN STATES SUMMER INSTITUTE ON OUTDOOR EDUCATION FOR THE HANDICAPPED

On June 23-26 the Outdoor Education Project will host a Summer Institute on Outdoor Education for the Handicapped at Brandon Spring Group Camp, TVA's Land Between the Lakes (LBL). This workshop will differ from previous summer workshops at LBL in several ways. First, because of our training effort in the southeastern states, we will be inviting educators, parents and community resource personnel from the twelve states we will be working with the next two years. Secondly, we will be offering several different types of sessions and programs that have not been available at any other previous workshops.

Approximately 100 persons are expected to participate in the four-day institute including 40 educators, parents and community resource personnel from Kentucky. More detailed information will be sent to all former Kentucky workshop participants in early February.

FORTHCOMING STATEWIDE EVENTS

Pine Mountain Settlement School

Pine Mountain - Harlan County 40810
Offers the following Environmental classes and workshops. The site is deep in the mountains of eastern Kentucky and is located in a former settlement school. Very rustic.

Elderhostel	March 3-9,198
Plant Photography Weekend	April 12-14,198
Wildflower Weekend	April 19-21,198
Black Mountain Wildflower Weekend	May 3-5,198
Alumni Work Weekend	May 24-27,198
Edible Plants Workshop	May 31-June 2,198
Appalachiar Family Week	July 7-13,198
Elderhoste	July 14-21,198

Project I.D.

Blackacre Nature Preserve, Durrett Education Center, 4409 Preston Highway, Louisville, KY 40213, David Wicks, Director, (502)456-3295

Basic Vegetable Gardening	February 27, 1985
Teaching Outdoors for Creative Learning	March 14, 1985
First Aid Weekend	March 23-24, 1985
Rappelling	April 17, 1985

Project I.D.

Blackacre Nature Preserve National Safety Network, Safety Management for Outdoor Program Leaders - April 10-21, 1985
A two day intensive workshop based on "how accidents occur". All necessary safety plans and precautions are developed in detail. Workshop will be conducted from 9:00 a.m. to 4:30 p.m. Cost $30.00 For registration form contact: National Safety Network, P.O. Box 186, Bellefonte, Ohio 43311, (513) 592-4686

Quiet Trails Retreat

Cynthiana, KY
Quiet Trails Retreat provides a wonderful space for solitude. It is located on 123 acres of wildlife sanctuary, abundant with bird life, with approximately 7 miles of trails. Mockingbird Hill House and Quiet Trails Retreat are open to family, friends and groups seeking a change from the noise and crowding of the city. There is a charge of $5.00 per person for overnight and $2.00 per person for the use of outdoor facilities only. For further information contact: Kim Sankbeil, RR #2, Box 169, Cynthiana, KY 41031 (606)234-6160

State Park Events

February 1-3, Carter Caves Crawlathon, Carter Caves, Contact: John Tierney, (606)286-4411

February 16, Arches Weekend, Natural Bridge, Contact: Wilson Francis, (606)663-2214

February 22-24, Eagles Weekend, Lake Barkley, Contact: Bill Stevens (502) 924-1171

March 8-9, String Music Weekend, Barren River, Contact: Mary Dee Miller, (502) 646-2151

March 8-9, Mountain Memories Weekend, Carter Caves, Contact: John Tierney, (606)286-4411

March 15-16, 2nd Annual Storytelling Weekend, Greenbo Lake, Contact: Paul Verespy, (606)473-7324

March 15-17, Kentucky Hills Weekend, Cumberland Falls, Contact: Recreation Director (606)528-4121

April 12-14, Nature Extravaganza, Lake Barkley, Contact: Bill Stevens, (502) 924-1171

April 12-14, Pioneer Weekend, Lake Cumberland, Contact: Ed Von Gruenigen, (502)343-3111

April 19-21, Wildflower Pilgrimage, Carter Caves, Contact: John Tierney, (606) 286-4411

April 26-28, Nature Photography Weekend, Cumberland Falls, Contact: Recreation Dir. (606)528-4121

May 3-5, Wildflower Weekend, Natural Bridge, Contact,: Wilson Francis, (606)663-2214

May 10-12, 6th Strange Music Weekend, Carter Caves, Contact: John Tierney, (606)286-4411

July 1-7, National "Life Be In It" Week, E.P. Tom Sawyer, Contact: Laura McClain, (502)426-8950

Center for Environmental Education
Murray State University
Murray, KY 42071

The following workshops are open to anyone. Call the Center at (502) 762-2747 to reserve your space. However, if you are interested in taking a workshop for college credit under EDU 663 - Workshops in Environmental Education, you must register at Currie Center, 5-7 pm, January 16, 17, 21 or 22.

Using Photography in the Classroom	February 15-16, 1985
Early Childhood Environmental Education	March 29-30, 1985
An Introduction to Project Wild	April 26-27, 1985
Environmental Awareness Through Photography	May 3-4, 1985

OTHER EVENTS OF INTEREST

North Carolina Outward Bound School - offers a diversity of program activities - backpacking, rock climbing, expedition and whitewater canoeing, caving and cycling in a rich variety of course environments, including the Southern Appalachians, the Florida Everglades, Mexico and Peru. 1985 course offerings are begun in March, 1985. Cost ranges from $150-500. For more information write or call: Kurt Hahn Leadership Center, North Carolina Outward Bound School, 121 North Sterling Street, Morganton, NC 28655, (704)437-6112.

Certification Program for Ropes Course Instructors - the ropes course certification program provides a training experience for those seeking to obtain competent, professional status within the ropes course medium. Those attending the program will receive four full days and nights of instruction, 125 page handbook for ropes course instructors, lodging and meals, an extensive series of ropes course activities, small group size and personalized instruction. For information and dates contact: Dr. Ralph Kylloe, Green Needles Road, Littleton, Massachusetts 01460, (617)486-9756.

FROM THE BOOKSHELF

"Gardening With Wildlife" is a new kit developed by the National Wildlife Federation to help homeowners create a backyard environment where birds, butterflies, small animals, trees and flowers can thrive. The kit, containing 33 items, is available from NWF, Dept. 179, 1412 16th Street, N.W., Washington, D.C. 20036 for $14.95 plus $1.55 shipping.

"Secrets of the Marsh" compiled by children, is a collection of games, activities and information to aid in the fun of discovering a marsh. Designed for elementary classes, the 62 page booklet is available for $4 plus $1.50 postage and handling from the Alley Pond Environmental Center, 228-06 Northern Blvd., Douglaston, New York 11363.

"Hug a Tree and Other Things to Do Outdoors With Young Children" provides activities designed to take the child from a simple observation such as, noticing a bird flying, to more complex concepts such as, identification and grouping. Each of the learning experiences has a suggested age level, a clear description of what will be done, and emphasis is placed on using natural environments for learning language, spatial, and math relationships. Available from Gryphon House, Inc., 3706 Otis St., Mt. Ranier, Maryland 20712 for $7.95.

Nothing in the universe exists alone. Every drop of water, every human being, all creatures in the web of life and all ideas in the web of knowledge, are part of an immense, evolving dynamic whole as old-and as young-as the universe itself. To learn this is to discover the meaning of joy. Unknown

BITS AND PIECES

Plant dyes you can use for art, craft activities

Our-lady's bedstraw roots - pink
Goldenrod flowers - gold
Apple bark - beige
Mimosa leaves - green
Walnut hulls - brown
Onion skins - yellow
Daisies, Dandelions - yellow (Programming Trends in Therapeutic Recreation, December, 1983)

Try this Neat Activity on Rainy Days!

Smelly Sock (Indoor Nature Hike)

-gather natural objects that have strong scent
-fill a clean sock (or other material) with one type of foliage and tie it closed
-lay other foliage out and have sock passed around
-guess what object is in sock by comparing to other objects' scent
-discuss different types of foliage after it has been identified (Programming Trends in Therapeutic Recreation, August, 1981)

Camp Experience for Children with Behavioral Problems

Life Adventure Camp offers backpacking and primitive camping experience in Estill County, Kentucky for children aged 8-18 who are having behavioral or social and emotional problems. Sessions are in June and July and range from 4-13 days in length, both daycamp and resident camp. Campers are grouped by age with three counselors for every 6-8 children. The program emphasizes building a campsite, cooking meals, exploring the woods, and living together as a family. Campers are encouraged to grow in their relationships to themselves, to others, and to God. To refer a camper to the program, contact Eli Ivey, Director, 180 E. Maxwell Street, Lexington, Kentucky 40508 (606)252-4733. Volunteer staff needed for one or more sessions. Paid fulltime positions also available.

News From the North

Darrell D. Young, Professor of Outdoor Education at SUNY College at Buffalo, N.Y., reports that Project CONE has completed its second year. In conjunction with the U.S. Forest Service, CONE is held each August in the Chippeiva National Forest near Coss Lake, Minnesota. CONE is designed to introduce families with handicapped children to a camp experience and a schedule of family activities is designed and implemented. CONE is introductory in nature and is limited to a weekend experience in order that working members of a family need not take time from jobs to attend. For further information contact: Darrell D. Young, Professor of Outdoor Education, SUNY College at Buffalo, 1300 Elmwood Avenue, Buffalo, NY 14222.

OTHER TIDBITS

For free wildlife federation education kits, contact: John Dorman, 10116 Gunpowder, Florence, Kentucky, 41042 (606)283-2482.

A great new magazine called "Freebies" is available. Cost $6.00 per year. For information contact: Freebies Magazine, P.O. Box 20283, Santa Barbara, California 93120.

Jim Nance, Associate Professor at U.K. will be teaching Outdoor Education through Camping (HPR 471), 3:30-5:00 p.m., Thursday, 2 credit hours starting Spring Semester. (Time is listed incorrectly in the U.K. Schedule of Classes.) For more information contact: Jim at (606) 257-5826.

AS ALWAYS - WE HAVE T-SHIRTS AVAILABLE

That's right folks! Just in case you have not purchased an outdoor education T-shirt we have them all ready to go! These shirts are beige, very nice 50-50 quality and long sleeved with a blue and green logo. The cost is a mere $6.00 and $1.00 shipping charge. A limited supply of S,M and L is available so do not delay. For your convenience we have provided an order form on the back of the newsletter. Please do not send cash.

PARENT INVOLVEMENT

The parent involvement within the workshop continues to thrive. To date, a total of 73 parents have participated in the workshops. Parent involvement and participation is a key element of the cooperative planning approach to planning and implementing outdoor education programs for handicapped students.

As always, we continue to be impressed with the enthusiasm and support shown by these parents. Many parents have contacted the project to inform us of specific implementation of outdoor education skills they are currently pursuing in their areas, including constructing outdoor education sites. In order to achieve success in this endeavor a cooperative effort between school personnel and parents has to take place. This approach provides a framework upon which teachers and parents get to know each other and work together in a more relaxed manner.

At workshops teachers have agreed that parents can help solve problems faced by schools and that parent involvement in the classroom helps increase involvement in the home. The most important benefit of teacher-parent interaction is the additional support it gives the child and the learning that can take place. The project is fully aware that many problems still exist with regard to maintaining parent involvement in follow-up program planning and implementation efforts. Only through effective, ongoing communications between school personnel and parents will this situation be resolved. For any further information or additional assistance, please contact Jenny Mayberry, Parent Involvement Coordinator.

* * * * * * * * *

Most of us miss out on life's big prizes - the Pulitzer, the Nobel, an Emmy, an Oscar or a Tony - but we are all eligible for life's small pleasures - a hug, a pat on the back, a smile and appreciation for a job well done. These make life worth living. Unknown

JUMP IN THE MAINSTREAM

Jefferson County: Creates Learning Skills Outdoors!

Gerry Snyder reports numerous skills-related activities taking place out-of-doors with her E.M.H. students, grades 9-12. Activities included: Language Arts - select a part of speech, take students outdoors and find examples of that part of speech; Science - each student must plant a seed and keep a log on its development; Math - select an area and create own problem, e.g., addition, measurement of objects, size of rooms, buildings or numbers of leaves on a stem or branch.

Fayette County Proves: Outdoor Education Can Take Place in the Winter

Pat Michaux, a physical education teacher at Julius Marks Elementary reports a couple of campouts in cooperation with Dick LeMaster (4-H agent). Pat took her 6th level Hike/Camp Club on a "winter campout" at 4-H Camp Carlisle. Students learned survival techniques in the winter, had a midnight hike and learned winter backpacking skills. A second campout was held in September. Pat urges all teachers to share the environment with their students. "They enjoy keeping fit outdoors - they love it!"

Jefferson County: Receives Award from School Board

David Wicks, William Bird and Dona Jarvis report that the Binet school sponsored 18 hours of in-service credit for teachers. All sessions included parents, teachers and students. All programs were conducted at Blackacre Nature Preserve or at a high adventure site. Funds for these in-services were provided by an outdoor education mini-grant for which Binet received an award from the school board.

Fayette County: Made the Front Page!

George McKenzie, Principal at Ashland Elementary has his entire school involved in outdoor education programming. A very successful in-service was held in August and received great parental involvement. In addition, his in-service was outstanding enough to rate the front page of the Herald Leader. George and staff have also been busy taking students on campouts.

Fayette County: Busy, Busy, Busy!

Diane Barnes, Fayette County Parks and Recreation reports many ongoing programs. Diane has been involved in numerous in-services including camp staff training. Her major focus is on outdoor education at summer day camps for physically and mentally disabled children and teens. She plans to conduct several additional camping trips in the spring and summer and in addition has planned other activities such as backpacking,rafting and canoeing.

Franklin County: A New Look at Nature

Linda Snelling, project director of Contact, Inc., a community-based service organization reports seeing clients develop a new awareness of nature by utilizing outdoor education techniques. She has held several retreats and environmental education days during which she has been involving the clients in animal tracking, wildlife, and colors in nature. "They love the out-of-doors and are beginning to appreciate the real beauty of life."

WESTERN AND CENTRAL KENTUCKY REGIONS: Integrated Outdoor Education Workshop Held in May. Approximately 50 people from western and central Kentucky Mental Retardation/Developmental Disabilities regional areas attended a three-day integrated outdoor education workshop at the Dawson Springs 4-H Camp in western Kentucky. Jane Hart with Community Services for Mental Retardation in Frankfort coordinated the workshop with the Outdoor Education Project. Participants consisted of MR/DD adults, their families and staff members from each of the MR/DD regions. All enjoyed outdoor education activities as well as canoeing, outdoor cooking, a night hike and square dancing.

A second integrated workshop will be held April 19-21, 1985 at 4-H Camp Carlisle Campgrounds. Seventy-five people from the eastern and central Kentucky MR/DD regions will be eligible to attend this workshop. Preferred representation from each region is six adults with mental retardation/developmental disabilities and six people without disabilities (three professionals or parents, who will be both participants and co-leaders, and three adults/teens who are volunteers, relatives or advocates).

The cost for three fun-filled, idea-filled days is only $25 a person and there may be stipends available for people who cannot otherwise attend. For information contact Linda Wainscott or Jane Hart (502)564-7700.

Outdoor Education Skills Workshop Held in April

Otter Creek Park near Louisville was the site of an outdoor education skills workshop this past April. The workshop was co-sponsored by the Outdoor Education for the Handicapped Project and the Kentucky Department of Education. Approximately 75 people attended the workshop to obtain hands-on training in outdoor skills. A wide array of activities were offered including archery, outdoor cooking, backpacking, nature interpretation, caving, canoeing, rappelling, outdoor photography and other outdoor activities.

Jackson County: Gifted Students Take to Outdoors!

About 20 gifted students experienced the great outdoors this past October. Margar Rader, Coordinator of gifted education and Lowell Wagner, County 4-H agent, coordinated the overnight campout at the Feltner 4-H camp in London. The Outdoor Education staff was on hand to join in the fun! The students enjoyed cooking their meals outdoors, a cemetery walk, night hik and star gazing, a ropes course and many more outdoor education activities! (not to mention lots of s'mores and banana boats!) Plans are already underway for another campout that will include three days and two nights of outdoor activities!

ARCHITECTURE AND ENVIRONMENTAL EDUCATION

Recently Anne Cassidy, Associate Project Director of the Outdoor Education Project, was selected to represent the East Central region of the United States as the Regiona Coordinator for Environmental Education fo the American Institute of Architects (AIA) Anne will be responsible for working with architects and educators (both special and regular education teachers) to conduct workshops in Kentucky and Indiana on the "Learning By Design" program which focuses on the "built" environment. The workshops which will begin in January at our Miami site, will include hands-on activities tha can be used both in the classroom and in your outdoor education programs. For more information on this exciting approach to environmental learning, please contact Anne Cassidy at the project office.

* * * * * * * * *

CHRISTMAS EXTRAVAGANZA!

About 35 outdoor education types were hardly recognizable without their outdoor garb attire as we all gathered for our first Christmas Party, December 21. Everyone had a great time and rumor has it that Santa (who else-Buddy Farson!) handed out some very unique gag gifts, including his presentation of a six foot sword fish to the Outdoor Education staff! For those of you who were unable to join us we wish you a happy and prosperous New Year.

PROJECT STAFF

Dennis Vinton	Project Director
Anne Cassidy	Associate Project Director
Ann Wright	Associate Project Director
Bill Marshall	Associate Project Director
Jenny Mayberry	Special Education Coordinator Parent Involvement Coordinator
Evelyn Argo	Training Director
Susan Smith	Staff Assistant

LET'S HEAR FROM YOU

Please drop us a line from time to time to let us know what you are doing. Send us copies of any informational materials you may develop for your program. We will try to print as many news items as space permits in future issues of "The New Leaf". Also, let us know what you think about the newsletter. Your suggestions will be appreciated.

* * * * * * *

Funding for the Outdoor Education for the Handicapped Project is being provided, in part, by the Office of Special Education Programs, U.S. Department of Education and by the Office of Education for Exceptional Children, Kentucky Department of Education. The opinions expressed herein do not necessarily reflect the position or policy of either the U.S. Department of Education or the Kentucky Department of Education, and no official endorsement should be inferred.

TEE SHIRT ORDER FORM

Name:_____

Address:_____

City:_____ State_____ Zip_____

Phone:_____

Please indicate size:

S_____ M_____ L_____ Ex.L._____

*Please make checks payable to: KCCLD
($6.00 plus $1.00 shipping)

Mail to: Outdoor Education for the Handicapped Project
110 Maxwelton Court
University of Kentucky
Lexington, Kentucky 40506-0347
Attention: Jenny Mayberry

SHARE YOUR GOOD FEELINGS

If you found attending an outdoor education for the handicapped workshop a worthwhile experience, it always helps to spread the word or pass the roses to those funding sources and government officials who behind the scenes make it all possible. Sharing your thoughts in writing with others, such as the people listed below, will help us continue our efforts of promoting outdoor education for all students.

Madeleine Will
Asst. Secretary
Special Education and
Rehabilitative Services
U.S. Dept. of Education
Washington, DC 20202

Alice McDonald
Superintendent of
Public Instruction
1st Floor
Capital Plaza Tower
Frankfort, KY 40601

Lois Adams
Office of Education for
Exceptional Children
Department of Education
Capital Plaza Tower
8th Floor
Frankfort, KY 40601

All too often positive feedback never reaches those who make the important decisions. We're sure a positive note from you will brighten their day. Thank you for taking the time to voice your support.

CENTER FOR PROFESSIONAL DEVELOPMENT
OUTDOOR EDUCATION FOR THE HANDICAPPED PROJECT
110 MAXWELTON COURT
UNIVERSITY OF KENTUCKY
LEXINGTON. KY. 40506-0347

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THE NEW LEAF

Outdoor Education for the Handicapped Project
College of Education
110 Maxwelton Court, University of Kentucky
Lexington, Kentucky 40506-0347
(606) 257-1721

Fall 1985

1985 HAS BEEN A GREAT YEAR FOR:

DOING IT OUTDOORS!!

Since our last newsletter (Winter, 1985), the Outdoor Education Project staff has been "on the road" to Florida, Mississippi, North Carolina, and Tennessee to conduct outdoor education workshops. In addition, the project staff has conducted two workshops and numerous in-services in Kentucky. The response by participants at the workshops and in-services has been extremely pleasing to the project staff as we continue to discover and in some instances, rediscover the involvement and enthusiasm exhibited by individuals who have participated in the Outdoor Education for the Handicapped Project workshops and those individuals who are eager to participate in forthcoming workshops.

Plans are underway to conduct a series of both in-state and out-of-state workshops over the next eight months. Details including places and dates are listed elsewhere in this newsletter. If we may be of any service to you, please feel free to contact us. Thanks for a great year, and remember, DO IT OUTDOORS!!

HIGH FIVE FOR '85!!

It is extremely difficult to adequately thank all of those people who have made indispensable contributions to the resounding success of the Outdoor Education Project over the past year. Without the support of the educators, parents, park, recreation, 4-H, county, state and Federal personnel who attended the workshops and all of the personnel who contributed so greatly to the planning and implementation of the workshops this success could not have been achieved. Give yourselves a great big hand for such a fantastic job in '85! We look forward to being able to work with all of you in 1986.

WORKSHOP HIGHLIGHTS

The Outdoor Education for the Handicapped Project has conducted two in-state and six out-of-state workshops since our last newsletter. A total of 363 educators, parents of handicapped children and community agency personnel attended these workshops as participants. An overwhelming number of those in attendance were first-time participants in Outdoor Education for the Handicapped Project workshops. The table at the end of this section illustrates the number of participants in each category for the eight workshops. Highlights from the workshops include:

Kentucky

February 1985 (Carnahan House - Lexington): Model Site Training Workshop. Four model site teams were selected from across the state to participate in this second model site workshop. The workshop was designed to train personnel to provide leadership and training for others in their districts in the development of outdoor education programs for handicapped students. Each model site team returned to its respective school district and conducted in-service training for other educators, administrators, parents and community agency personnel.

June 1985 (Land Between the Lakes): Southeastern Institute on Outdoor Education for the Handicapped. Brandon Spring Group Camp was the setting for the Outdoor Education Project's first Institute. The four day Institute provided a wide variety of training in outdoor curriculum field activities and outdoor skills. Twelve states were represented by approximately 100 participants, trainers and resource persons, many of whom had been involved in workshops conducted by the Outdoor Education Project in their respective states. Additionally, twelve special education students participated in the Institute (see article on page 4). Participants gained new ideas and skills, interacted with others with common interests and generated much enthusiasm during the course of the Institute!

Florida

The Outdoor Education for the Handicapped Project and the City of Miami Department of Parks and Recreation Programs for the Handicapped cooperatively conducted three Therapeutic Recreation/Outdoor Education for Community Integration workshops in Florida. Each of these workshops focused on introducing basic techniques for utilizing community based recreation and outdoor education to enhance and facilitate the lives of developmentally disabled persons. Highlights of the workshops include:

January 1985 (Miami): The Miami workshop was the first Southeastern States Workshop conducted by the Outdoor Education Project. Approximately 50 educators, parents, park and recreation personnel were on hand as workshop participants in the warm and sunny Miami weather at Cape Florida State Park.

March 1985 (Orlando): The second Florida workshop was held at Wekiwa Springs State Park in Apopka near Orlando. Approximately 30 participants braved the unusually cool Florida weather and left the 2 1/2 day workshop eager to further develop outdoor programs at their school or agency.

August 1985 (Gainesville): O'Leno State Park in High Springs near Gainesville was the site of the third and final 1985 Florida workshop. The group of about 60 participants was very enthusiastic and eager in spite of the hot August weather.

We would like to thank Mr. Kevin Smith and his staff at the Parks and Recreation Programs for the Handicapped in Miami for their involvement with our project. It has certainly been a pleasure working with all of you!

Mississippi

March 1985 (Morton). Roosevelt State Park in Morton, Mississippi was the site of our third workshop in the busy month of March. About 50 educators, parents, parks and other agency personnel attended the workshop in this beautiful state park.

Thanks go to Debra Russum, Mississippi Department of Education, Ellis Taylor, District Park Manager, Cari Harris and Pam Rayburn, Roosevelt State Park for all their assistance in planning the workshop!

North Carolina

June 1985 (Ashboro). Approximately 35 participants attended the North Carolina workshop held at Camp Caraway, a beautiful facility that rumor has it even had maid service! Lots of enthusiasm was generated at this workshop which resulted in North Carolina representing the largest number (11 in all) of out-of-state participants from any one state at the Institute in late June.

Sincere thanks go to Fred Baars and Nancy Spencer with the North Carolina Department of Public Instruction for their work and involvement with the workshop!

Tennessee

March 1985 (Lebanon). Approximately 75 participants attended this Outdoor Education Workshop held at Cedars of Lebanon State Park in Lebanon, Tennessee. Participants were introduced to a variety of outdoor curriculum activities and resources.

Appreciation is extended to Pat Deckner and Padgett Kelly with the Tennessee Department of Education and Charlie Tate, Tennessee State Parks, for their assistance and involvement with our project in Tennessee!

THE LBL QUEST TRIP: A new, unique, and innovative camping experience.

The Land-Between-The-Lakes QUEST trip was a cooperative effort between the Kentucky Coalition for Career and Leisure Development (KCCLD) and the Outdoor Education Project (OEP). The purpose of the QUEST trip was to introduce handicapped students to a new camping experience in a totally new (for them) setting. The already scheduled OEP Summer Institute at TVA's Brandon Spring Group Camp seemed the ideal time and place for this new experience to take place.

Brandon Spring is located on 320 of LBL's 170,000 protected acres. The camp sits on a wooded knoll overlooking Bard's Lake and has extremely well maintained, modern, air-conditioned units with a large meeting hall, and full dining facilities. LBL itself is located between two of America's largest man-made lakes, has over 300 miles of shoreline, contains over 200 miles of trails, has a wild buffalo herd, an 1850's living/working homestead farm, a planetarium, wildlife/nature centers, and an extremely competent and friendly staff.

The staff for the QUEST experience was composed of Bob Fortney (Camp Director), Diana Bennett (Program Director), Bobbie Sue Barnett (R.N.), Rudy Colombo (Counselor), Jeff McElroy (Counselor), Diane Elder (Counselor), and Amy Seaton (Counselor).

Participants in the QUEST experience were 12 campers ranging in age from 14 to 21 years of age. These campers were selected from the 20 applicants who applied for the LBL trip.

Highlights from the QUEST experience included a picnic and adaptive Mammoth Cave tour on the way to LBL, an old-fashioned "Buffalo Tro" (3"thick super-steaks cooked directly on a huge burning fire like the old buffalo hunters did it), folk and square dancing with professional c. lers and a performance by folksinger Michael Johnathon. In addition, there was a visit to the 1850'S Homeplace (candlelight and lantern tour), a visit to see the buffalo herd, a stream stroll. wildlife presentations, swimming, boating, fishing, archery, overnight camping, and outdoor cooking.

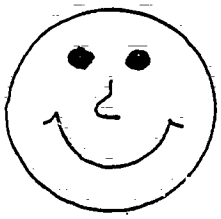
Evaluation and feedback from the QUEST staff, the campers, the campers' parents, and workshop participants was outstandingly positive. Plans are already being made for QUEST II.

Late Breaking Flash!!

The Re-Ed School at the South Carolina School for the Deaf and Blind in Spartanburg was the site for the Outdoor Education Project's South Carolina Workshop. This workshop, held November 25-26, demonstrated an excellent cooperative effort between the Re-Ed School and the Project. Many thanks to Robin Spradley, Director of the Re-Ed School, for all her hard work on this project! Further details on the workshop will be included in the next issue of the "New Leaf".

Late Late Breaking Flash !!

Rumor has it that a hardy band of 48 "brave souls" survived a pre-Christmas introductory Outdoor Education Workshop on December 8,9, and 10, 1985 at Lake Cumberland State Resort Park. Details will appear in the next issue of the "New Leaf".



PARTICIPANT CATEGORY

	PARENTS	EDUCATORS	AGENCY PERSONNEL	TOTALS
MIAMI January, '85	3	5	41	49
LEXINGTON* February, '85	8	17	5	30
NASHVILLE March, '85	-	52	20	72
ORLANDO March, '85	2	6	19	27
MORTON March, '85	2	31	14	47
NORTH CAROLINA June, '85	2	18	8	28
LBL ** June, '85	9	40	21	70
GAINESVILLE August, '85	2	8	50	60
TOTALS	28	177	178	383

* Model Site II Workshop

** Southeastern Summer Institute

Note: We regret that the number of spaces available for our workshops is not nearly as great as the number of applications. This has resulted in our inability to serve all of those who have applied for past workshops. We thank you for your expressed interest in the project and hope that you will continue to maintain that interest in the future.

Jump in the Mainstream!!

Fayette County

William M. (Bill) Mallory of "Central City" 4-H reports completion of eight environmental Day Camps at Raven Run that involved 400 students from Ashland, Julia R. Ewen, and Maxwell Elementary. Also reported was the implementation of an environmental education unit for 200 students that used Project Wild ideas. In addition, plans are underway to repeat the Raven Run Day Camps (400 more students), the environmental education unit in five schools, and a weekend camp for 25 EMH children and 10 teachers from Ashland Elementary. So Bill, what's new?

Maxwell Elementary has 20 teachers who recently underwent training in Project Wild activities.

Suzanne Ryan of Tates Creek High School reports having performed many outdoor education activities with her class on school grounds as well as having conducted two outdoor education day camps for her students.

Carter Caves State Resort Park

John Tierney reports that the park staff continues to be available for cave tours, nature programs, and other park related programs. The park staff extends an open invitation to all school systems to visit the park and offers assistance in advance planning and staff people to conduct structured programs during the on-site visit.

In September, 1985, Carter Caves sponsored and hosted the Very Special Arts Festival.

Brandenburg, Kentucky

Jeanne Morris reports working with the PE teacher at her school to help him implement an outdoor education program.

Elizabethtown, Kentucky

Earl Thurman reports that the 4-H in Hardin County has been busy conducting outdoor activities for TMH students as well as an in-service for 34 teachers at Highland Elementary School. Also underway are plans for training, tours, and an overnight camp for 50 youths in May 1986.

Jefferson County

Paula A. Englert informs us that approximately 30-40 EMH and LD students, ages 15-20 years, will be attending a spring camping experience at Otter Creek.

Florida

Cathy Swanson of the Palm Beach County Parks and Recreation Department reports that her agency is continuing to provide camping, canoeing, and outdoor education classes for mentally handicapped teens and adults. In addition, Cathy reports that they are working cooperatively with the Palm Beach County Schools in providing an Environmental Education Program for each Special Education Center.

The YMCA of the Palm Beaches in Palm Beach Gardens reports that plans are underway to implement outdoor education activities with their "Let's Play to Grow" groups that will involve 20 families.

Marg Hilliard of Cape Coral reports that her organization is installing a new pool with a ramp and special steps along with ladders to serve the disabled as well as non-disabled populations. Marg also informs us that a grassy area near the pool fence has been given to their MR program for a spring garden.

North Carolina

Homer W. Gaddis Jr. reports that Union County has an overnight camp-out program for their In-School Scout Troop. In the spring, 22 TMH students ranging in age from 13 to 21 will be "camping out". Hats off to the Monroe Fraternal Order of Police who not only provide funds for the program but also take an active role by participating in the overnight camp-outs.

Tennessee

Craig D. Rigell of Oak Ridge reports that their wilderness program has the support of faculty, parents, and the Board of Education. The following activities are planned:

1. Nine day wilderness program - 10 students (ages 14-18), five of whom are L.D..

2. A Learn-To-Ski program - 80 students (ages 12-14) including 24 L.D. students.

3. Two all day hikes - 20 students (ages 12-14) 10 of whom are L.D..

Susan Acuff (formerly Wells) of Oak Ridge reports using the metric meter scavenger hunt as an activity for her class.

Blanche Dresner of Oak Ridge informs us that planning for outdoor education activities and programs is continuing in the Oak Ridge area.

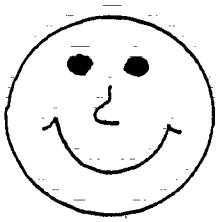
Jill Norvell from the Lichterman Nature Center in Memphis reports that the center has opened a "sensory trail" for those individuals requiring a wheelchair. The Center also continues to offer a variety of programs to all students including specially designed programs involving teacher input for the hearing and/or visually impaired.

Dorothy Tanner of Camden coordinated an outdoor activities program utilizing concepts learned at the March, 1985 workshop during a summer school in Benton County. Dorothy also reports that the special education administrator in Benton County supports outdoor education 100%.

Kentucky Model Site II In-Services

As a result of the 1985 Model Site Workshop in February, four in-services have been conducted by the model site teams who participated in the workshop. Many thanks to these four teams and their communities for the time and effort they put forth. Thanks for all your enthusiasm and support. Following is a listing of the four teams and details of the in-services.

Barret Center (Henderson County). The Henderson County team has been busy with a variety of activities relating to outdoor education. Thirty-four third graders from Cairo Elementary and 30 TMH students from Barret Center interacted in a three hour outdoor education activity and Barret Center parents were given an introduction to outdoor education. A county wide in-service for 17 special education teachers was conducted along with a day of outdoor education activities for approximately 250 students, teachers and parents. Finally, Barret Center hosted an outdoor education day at Audubon State Park in May for the 32 students and 6 teachers at Mattingly School, the TMH School for the Daviess' County School System as well as about 35 students from Barret Center. Jack Scott, coordinator for the Model Site Team, and the whole team have certainly become outdoor enthusiasts!



New Highland Elementary (Elizabethtown). New Highland Elementary's Model Site team, coordinated by Barbara Dahl, has conducted two outdoor education in-services in Hardin County. The first was a "mini" in-service for approximately 20 school staff to introduce them to outdoor education. A second in-service was conducted for approximately 35 parents, educators, administrators and community resource personnel to provide the outdoors for instruction. New Highland has generated much interest for outdoor education in the school and community. Word has it that Smokey the Bear was on hand for their tree planting activity!

Tilden Hogge Elementary (Rowan County). Penny Alderman, coordinator of the Tilden Hogge team, reported on the school's Outdoor Education Day held on May 22 that involved 31 parents, educators, park and resource personnel as well as 250 students. The adults and students participated together in a variety of outdoor education activities. The entire day was videotaped and shown on KET "Education Magazine" and a 5-part series on outdoor education was aired on WMKY. Outdoor Education Day was part of Tilden Hogge's 5-year plan for more complete utilization of their 9-acre school site as an outdoor classroom.

Warren County (Bowling Green). Warren County's Model Site team, coordinated by Jack Stephenson, conducted their in-service on June 14 at the College of Education at Western Kentucky University. The 5-hour in-service was designed to provide parents, educators and community agency personnel with a variety of experiences and resources to assist them in providing outdoor education programs for special education students.

Upcoming Workshops

The following is a summary of the major training activities which have been scheduled for Kentucky:

OEP/ARCK/DMHMRS Workshop

This workshop is scheduled for March 28-30, 1986 at the Carlisle 4-H Camp. The purpose of this workshop is to serve as a statewide introduction and training experience for parents and professionals as well as 20 individuals with disabilities. The Association for Retarded Citizens/Kentucky, The Department for Mental Health and Mental Retardation Services, and the Outdoor Education Project are co-sponsors of this workshop.

Advanced Training Workshop

This workshop is tentatively scheduled for late April, 1985 with the most probable location being Otter Creek Park near Louisville, Kentucky. The purpose of this workshop will be to provide more in-depth training on outdoor education program planning, implementation, and hands-on skills development in a wide variety of activities. We will be able to accommodate approximately 50 persons at this workshop.

Summer Institute

In June, 1986 The Outdoor Education Project will host a Summer Institute on Outdoor Education for the Handicapped. The Institute will be held at Brandon Spring Group Camp, TVA's Land Between the Lakes (LBL). For this workshop we will be accepting applications from educators, parents, and community resource personnel from Kentucky and throughout the nation. The Outdoor Education Project Staff anticipates being able to offer an outstanding array of sessions and programs. We will be able to accommodate approximately 80 persons at Brandon Spring, LBL.

Upcoming In-Services

April 15, 1986 - 4-H at Princeton, Kentucky

April 16, 1986 - 4-H at Elizabethtown, Kentucky

April 17, 1986 - 4-H at Lexington, Kentucky

Southeastern States Schedule:

STATE	DATE
Alabama	Pending
Arkansas	March 16-18, 1986
Georgia	Pending
Louisiana	February 21-22, 1986
Maryland	Pending
Virginia	Pending
Washington, D.C.	May 4-6, 1986
West Virginia	April, 1986 (TENTATIVE)

Let's Hear From You

The project staff enjoys hearing from you. Please drop us a line from time to time to let us know what you, and your school or agency, are doing. We greatly appreciate copies of any informational materials you may develop for your program. We also are always interested in news articles for future issues of "The New Leaf".

If you have attended an outdoor education for the handicapped workshop and have found your attendance to have been a worthwhile experience, you may wish to share your thoughts with those funding sources and government officials who make it all possible. All too often only negative feedback reaches those people who make the decisions. They never hear the positive things about the programs they make possible. It always helps to brighten their day with a positive note from a supportive source. Thank you for taking the time to voice your support by writing to others, such as the people listed below, to help us continue our efforts of promoting outdoor education for all students.

Madeleine Will
Asst. Secretary
Special Education and
Rehabilitative Services
U.S. Department of Education
Washington, DC 20202

Alice McDonald
Superintendent of
Public Instruction
1st Floor
Capital Plaza Tower
Frankfort, KY 40601

Taylor Hollin
Office of Education for
Exceptional Children
Department of Education
Capital Plaza Tower
8th Floor
Frankfort, KY 40601

STAFF NOTES

Several changes are taking place within the Outdoor Education Project staff. Anne Cassidy, Training Director for the project since its inception and principal investigator for the Outdoor Education for the Handicapped Project prior to that, has been named principal investigator for a new federally funded project at U.K. to develop and field test a program model for Arts in Education for handicapped children and youth. This three year project is national in scope. Anne will continue to serve as director of Very Special Arts Kentucky and hopes to continue to be involved in outdoor education workshops as time permits.

Evelyn Argo, who has been a member of the Outdoor Education for the Handicapped Project staff for the past two years and is currently serving as training director for the project, has been named director of a new project in Lexington to provide community integration and social skill development for severely and profoundly handicapped children and youth. Project EXCEL (Expanding Community Experiences for Living) is administered by the Kentucky Coalition for Career and Leisure Development with a grant from the U.S. Office of Special Education Programs. Evelyn, who recently completed requirements for the masters degree in therapeutic recreation at U.K., plans to keep involved with the project as a workshop trainer/resource person. Evelyn assumes her new position December 15th.

Jenny Mayberry, special education/parent involvement coordinator left the project last June to assume the directorship of Parents Plus, a parent training project based in Lexington. Jenny also hopes to remain involved in future workshops.

Richard Zachmeyer, who has been serving as special education/parent involvement coordinator is the new training director for the project. Richard, who served as program manager for the Bluegrass Day Habilitation Center in Lexington prior to joining the Outdoor Education for the Handicapped Project staff, has extensive experience in camping and outdoor education for the handicapped. Richard holds a masters degree in therapeutic recreation from the University of Kentucky.

Jim Nance, associate professor in the Department of Health, Physical Education, and Recreation at the University of Kentucky will devote half time to the project during the spring semester. Jim, who has been an active contributor to previous workshops as trainer/resource person, brings many years of experience and a wealth of skills to the project.

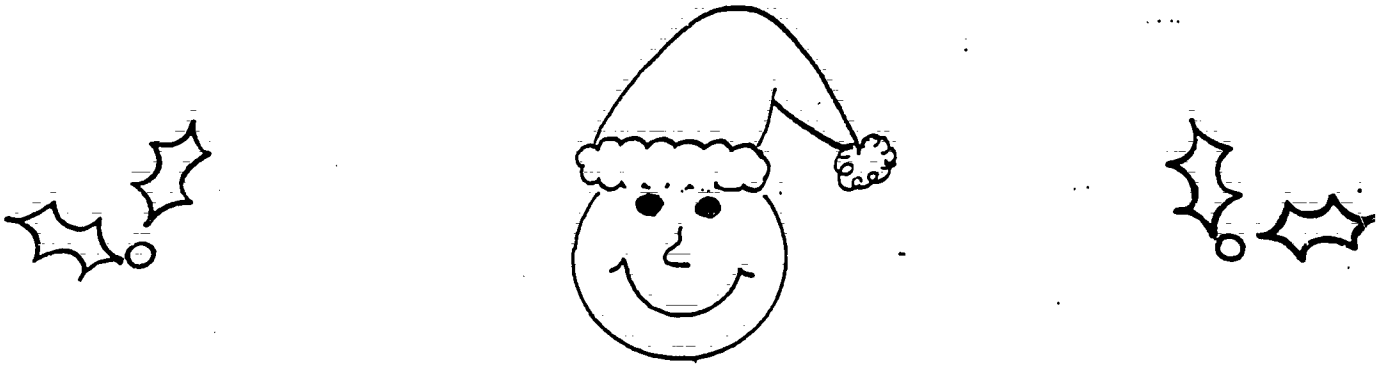
PROJECT STAFF

Dennis Vinton.....Project Director
Richard Zachmeyer.....Project Coordinator
Ann Wright.....Associate Project Director
Bill Marshall.....Associate Project Director
Jim Nance.....Training Specialist
Tamara Calton.....Staff Assistant

Funding for the Outdoor Education for the Handicapped Project is being provided, in part, by the Office of Special Education Programs, U.S. Department of Education and by The Office of Education for Exceptional Children, Kentucky Department of Education. The opinions expressed herein do not necessarily reflect the position or policy of either The U.S. Department of Education or the Kentucky Department of Education, and no official endorsement should be inferred.

HAPPY HOLIDAYS !!!

The staff of the Outdoor Education for the Handicapped Project would like to take this opportunity to extend to one and all our best wishes for a Merry Christmas and a Happy New Year!!



CENTER FOR PROFESSIONAL DEVELOPMENT
OUTDOOR EDUCATION FOR THE HANDICAPPED PROJECT
110 MAXWELTON COURT
UNIVERSITY OF KENTUCKY
LEXINGTON, KY. 40506-0347

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WE REALLY DID IT OUTDOORS!!

Since the Fall, 1985 issue of The New Leaf, the Outdoor Education for the Handicapped Project staff has conducted 13 outdoor education workshops. Upon completion of this "baker's dozen" of workshops, which will be covered in this issue of The New Leaf, the OEHP staff was observed heaving a huge collective sigh of relief and was overheard muttering to each other: "MAN, WE REALLY DID IT OUTDOORS THIS TIME"!

HIGHLIGHTS

Lake Cumberland, Kentucky (December, 1985). A hardy bank of 48 "brave souls" not only survived this winter workshop but actually thrived on the "wintry" weather. Pineapples sales were on the up side while hooded sweatshirt sales were down due to the 60-70 degree temperatures. Overall, this one was a piece of cake!

Louisiana (February, 1986). Twenty-five participants attended this workshop in Lafayette, Louisiana and enjoyed some balmy Gulf Coast weather while "doing it outdoors." Merci beaucoup to Janice Frug'e for her assistance and hard work in putting this one together.

Arkansas (March, 1986). Beautiful DeGray State Park was the scene as 38 participants gathered to take part in this workshop. Once again, the weather cooperated. A special tip of the hat to Lisa Hlass for her efforts in making this one a success.

Camp Carlisle, Kentucky (March, 1986). Fifty-five participants, many of whom have a disabling condition, took part in a "cool" (18 degrees) workshop at the Carlisle 4-H camp. Thank yous are in order to Jane Hart for this one. A special thank you to DMH/MRS for sponsoring this workshop.

Orlando, Florida (April, 1986). Wekiwa Springs was the site for 50 participants to gather for a workshop sponsored by the City of Miami Department of Parks and Recreation, Programs for the Handicapped. Many thanks to Kevin Smith, his staff and the makers of Deep Woods Off for this one.

Alabama (April, 1986). Beautiful Camp ASCAA, a suburb of Jackson's Gap, was the scene for 30 participants to take part in this workshop. Kudos to Jerry Bynum, Sue Ruzicka and the Camp ASCAA staff for a great job.

Miami, Florida (April, 1986). "Miami Vice"? No, it was more like "Miami Nice" for the 65 participants who attended this workshop. Once again, thank you Kevin Smith and staff for a job well done.

Otter Creek, Kentucky (April, 1986). A group of sixty participants attended this advanced hands-on skills training workshop and were treated to a highly informative and unique experience. A doff of the old cap to Bill Wilson and Jim Nancy for a great job on this one.

Georgia (April, 1986). Twenty eager participants attended this workshop held on beautiful St. Simon's Island. CHEERS to Phil Pickens for his assistance and hard work.

Washington, D.C. (May, 1986). The D.C. Therapeutic Recreation Center served as the host to 25 participants at this "Capitol" workshop. Dave Burkett, Helen Jo Hillman and Jean Davis get straight A's for this one.

Maryland and Virginia (May, 1986). Schmidt Environmental Education Center was the scene as 30 participants gathered to take part in this workshop. Gary Heath and John Neville deserve a hearty thank you for their efforts.

West Virginia (May, 1986). Few in number but memorable in performance were the 10 participants at North Bend State Park. Thank yous are in order for Charlie Spears and Emily Fleming.



Keeping cool!



We're really cooking now!



Hanging around!

NATIONAL INSTITUTE '86

Eighty-six participants representing 20 states gathered at Brandon Spring, LBL on June 22, 1986 to begin the four day National Institute '86. Included in the 86 were 22 Project QUEST campers and staff.

This group overcame some oppressive heat, humidity and a thunderstorm to successfully complete t four day Institute program. Highlights included the following: A visit to the 1850's Homeplace, the Buffalo Tro, John Gage, the Brandon Spring version of Grand Ole Opry (George Bartnick, Sue Ruzicka, Sherri Marcus Lee and Kevin Smith), and a mysterious new game called Team Poker. Or was that Committee Poker?

The Outdoor Education for the Handicapped Project Staff would like to extend a hearty thank you to all the trainers, resource personnel and participants who contributed so greatly to making the National Institute '86 such a resounding success.



Am I the outdoors type?



This is what kind of ivy?



Soggy sneaks, yeech!

THANK YOUS

Many talented and dedicated people have contributed to the success of the Outdoor Education for the Handicapped Project. While space will not allow us to acknowledge all, we wish to extend a very special thanks to some of those whose contributions have been indispensable including: former staffers Anne Cassidy, Jenny Mayberry, and Evelyn Argo; Diane Barnes, Special Populations Coordinator, Fayette County Parks & Recreation Department; Bob Cipriano, Recreation and Leisure Studies Department, Southern Connecticut University; Arnold Fassler, Director, Special Education Resource Center of Connecticut; Bob Fortney, Chairman of the Special Education Department at Henry Clay High School; Dick LeMaster, Fayette County 4-H Extension Agent; Lib Roller, Coordinator, Metro Nashville Public Schools Environmental Education Program; Kevin Smith, Coordinator, Programs for the Handicapped, Miami, Florida; Vicki Stayton, Department of Special Education, Eastern Illinois University; Terry Wilson, Director, Murray State Environmental Education Center; and Buddy Farson, parent!

KENTUCKY DEPARTMENT OF PARKS

The Outdoor Education for the Handicapped Project would like to extend its thanks and appreciation to the Kentucky Department of Parks and Bill Marshall for the outstanding cooperation and assistance they provided in the preparation of our Kentucky workshops. The administration and staff at each of the Kentucky State Resort Parks also deserve a hearty "Thank you" for their excellent performance.

TVA

The cooperation and assistance of TVA staff at Land Between the Lakes warrants much thanks and appreciation. The TVA provided not only assistance in planning the Summer Institutes for the past four years, but trainers for both the Institutes and the Southeastern States workshops. A special thanks to the following TVA

staff: George Bartnick, Bret Berglund, Wally Brines, Larry Contri, Peggy Gray, Karla Schrader, and Ann Wright. In addition to these "regulars", a most special thanks to the Brandon Spring kitchen staff who are not only pretty but cook up a storm!

KENTUCKY DEPARTMENT OF EDUCATION

The University of Kentucky wishes to acknowledge and thank Superintendent of Public Instruction Alice McDonald and the numerous staff members of the Kentucky Department of Education whose support represented a significant contribution to the success of the project. Special thanks to Bill Wilson, Donna DeSpain, Carlene Gobert, Terry Vance, Bill Burke, Ann Seppinfield, Bob Kennoy, and Vivian Fisk for the active involvement and contributions.



Project Director Dennis Vinton presenting plaque of appreciation to Superintendent of Public Instruction, Alice McDonald. Anne Pike and Bill Wilson of the Kentucky Department of Education participated in the presentation.

HAPPY TRAILS TO YOU

The Outdoor Education for the Handicapped Project has not been refunded. As a result, the project will officially terminate on September 1, 1986. However, efforts are currently underway to seek alternative funding so that the project may continue to conduct Outdoor Education for the Handicapped Project Workshops and the Institute.

It has been our pleasure to meet and work with all of you and we look forward to doing so in the future. So, from Dennis, Richard, Tamara and Jim: "Happy trails to you. . . until we meet again." And remember, KEEP DOING IT OUTDOORS!!!

APPENDIX L

Samples of Evaluation Instruments

PLANNING AND IMPLEMENTING OUTDOOR EDUCATION
FOR SPECIAL EDUCATION STUDENTS WORKSHOP
July 17-22, 1983
Land-Between-the-Lakes
Brandon Spring Group Camp

Overall Workshop Evaluation Form

Please rate the following aspects of the workshop using the scale below. Please add comments and recommendations which might clarify your evaluation.

4 = Excellent 3 = Good 2 = Fair 1 = Poor NA = Not applicable

Overall organization of the workshop comments:	4	3	2	1	NA
Logical sequence of workshop sessions comments:	4	3	2	1	NA
Presentation methods/techniques comments:	4	3	2	1	NA
Preparation of workshop staff comments:	4	3	2	1	NA
Quantity of workshop content comments:	4	3	2	1	NA
Quality of workshop content comments:	4	3	2	1	NA
Adequacy of workshop facilities/services comments:	4	3	2	1	NA
Adequacy of participant involvement opportunities comments:	4	3	2	1	NA
Effectiveness in addressing workshop objectives comments:	4	3	2	1	NA

1. What were the benefits of this workshop to you personally?

2. What were the benefits of this workshop to you professionally?

3. What were the strong points of this workshop?

4. What were the weak points of this workshop?

5. What suggestions do you have for <u>improving</u> future workshops?

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS:
MODEL SITE TRAINING WORKSHOP
Carnahan House
March 7-9, 1984

Overall Workshop Evaluation Form

Please rate the following aspects of the workshop using the scale below. Please add comments and recommendations which might clarify your evaluation.

6 = Excellent 5 = Very good 4 = Good 3 = Fair

2 = Poor 1 = Very poor NA = Not applicable

Overall organization of the workshop comments:	6	5	4	3	2	1	NA
Logical sequence of workshop sessions	6	5	4	3	2	1	NA
Presentation methods/techniques comments:	6	5	4	3	2	1	NA
Preparation of workshop staff Comments:	6	5	4	3	2	1	NA
Quantity of Workshop content Comments:	6	5	4	3	2	1	NA
Quality of workshop content Comments:	6	5	4	3	2	1	NA
Adequacy of workshop facilities/services Comments:	6	5	4	3	2	1	NA
Effectiveness in addressing workshop objectives Comments:	6	5	4	3	2	1	NA

1. What were the benefits of this workshop to you professionally?

2. What were the strong points of this workshop?

3. In what ways did this workshop prepare you to conduct a workshop in your own community?

4. What suggesions do you have for <u>improving</u> future workshops of this kind?

5. What topics or areas of particular concern to you do you feel could have been addressed?

6. Which session was the most helpful? The least helpful?

7. Please check one of the following categories of which you are a member:

___ special educator
___ regular educator
___ administrator/principal
___ parks, or community resource personnel
___ parent of handicapped child
___ other - please specify:

NATIONAL INSTITUTE
OUTDOOR EDUCATION FOR THE HANDICAPPED
LAND-BETWEEN-THE-LAKES
June 22-25, 1986

Overall Evaluation

Please rate the following aspects of the workshop using the rating scale below. Please add any comments or suggestions which might clarify your evaluation.

5 = Very Good 4 = Good 3 = Average 2 = Poor 1 = Very Poor

1. How would you rate the overall organization of the Institute? 1 2 3 4 5

2. Did you feel the sequence of the Institute sessions were logical? 1 2 3 4 5

3. Did you feel that the Institute staff was well prepared? 1 2 3 4 5

4. Did you feel there were enough session options from which to choose? 1 2 3 4 5

5. How would you rate the overall quality of the Institute content? 1 2 3 4 5

6. Were the Institute facilities and services adequate? 1 2 3 4 5

7. How applicable were the knowledge and experiences you gained for working with handicapped students? 1 2 3 4 5

8. How well did the Institute meet your expectations and satisfy your reasons for attending? 1 2 3 4 5

(over)

9. Was there sufficient information on how to adapt and modify activities for all ages and abilities of handicapped students? 1 2 3 4 5

1. What were the benefits of this Institute to you personally?

2. What were the benefits of this Institute to you professionally?

3. Please list the strong points of this Institute.

4. Please list the weak points of this Institute.

5. What topics or sessions would you like to see included in future Institutes?

6. What suggestions do you have for improving future Institutes of this kind?

Please check ONE of the following categories of which you are a member:

_____educator;____administrator (school, community);_____

community resource personnel;_____state or federal resource

agency personnel;_____parent of handicapped child;_____other - please specify:

Please feel free to add additional comments or suggestions regarding any aspect of the entire Institute.

APPENDIX M

Frequency Distributions and Means

Planning and Implementing Outdoor Education
For Special Education Students Workshop
Land-Between-the-Lakes
July 17-22, 1983

Results of Overall Workshop Evaluation

Rating scale: 4 = excellent 3 = good 2 = fair 1 = poor

Factor Evaluated	Number of Responses	Raw Score	Mean	Rank Order
Overall organization of workshop	76	292	3.84	3.0
Logical sequence of sessions	75	277	3.69	9.0
Presentation methods/techniques	74	274	3.70	8.0
Preparation of staff	76	295	3.88	2.0
Quantity of content	75	283	3.77	6.0
Quality of content	75	284	3.79	5.0
Adequacy of facilities	76	298	3.92	1.0
Adequacy of participant involvement opportunities	76	289	3.80	4.0
Effectiveness in addressing objectives	76	285	3.75	7.0
TOTALS	663	2577	3.89	

OUTDOOR EDUCATION FOR SPECIAL EDUCATION STUDENTS:
MODEL SITE TRAINING WORKSHOP
Carnahan House
March 7-9, 1984

Results of Overall Workshop Evaluation

Rating Scale: 6 = Excellent 5 = Very good 4 = Good
3 = Fair 2 = Poor 1 = Very Poor NA - Not applicable

Factor Evaluated	Number of Responses	Raw Score	Mean
Overall organization of the workshop	30	167	5.57
Logical sequence of workshop sessions	30	163	5.43
Presentation methods/techniques	30	166	5.53
Preparation of workshop staff	30	172	5.73
Quantity of workshop content	30	156	5.20
Quality of workshop content	29	157	5.41
Adequacy of workshop facilities/services	30	161	5.37
Effectiveness in addressing workshop objectives	30	167	5.57
TOTALS	239	1309	5.48

BEST COPY AVAILABLE

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

CARTER CAVES, KENTUCKY

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	6	TOTAL N	MEAN
Overall organization of the workshop				7	8	12	27	5.19
Logical sequence of the workshop session			5	3	11	8	27	4.81
Presentation methods/techniques			1	7	12	6	26	4.88
Preparation of workshop staff			1	1	11	14	27	5.41
Quantity of workshop content			3	3	11	9	26	5.00
Quality of workshop content			2	3	13	9	27	5.07
Adequacy of workshop facilities/services			1	3	6	17	27	5.44
Adequacy of opportunity for sharing your knowledge of and experiences with the handicapped				6	6	15	27	5.33
Effectiveness in addressing workshop objectives			1	8	8	10	27	5.00

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

LBL '84

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop			6	7	26	39	4.51
Logical sequence of workshop sessions		1	5	9	24	39	4.44
Preparation of workshop staff			6	7	26	39	4.51
Adequacy of session options		1	3	11	24	39	4.49
Quality of workshop content			2	13	24	39	4.56
Adequacy of facilities/services			2	11	26	39	4.62
Applicability of knowledge/experiences gained for working with handicapped		2	6	11	20	39	4.26
Satisfaction of expectations of the workshop			7	12	19	38	4.32
Adequacy of information for adaptation/ modification of activities		1	10	13	14	38	.05

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

BARREN RIVER, KENTUCKY

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop					39	39	5.00
Logical sequence of workshop sessions				1	38	39	4.97
Preparation of workshop staff					39	39	5.00
Adequacy of session options				5	30	35	4.86
Quality of workshop content				1	36	37	4.97
Adequacy of facilities/services				1	38	39	4.97
Applicability of knowledge/experiences gained for working with handicapped			2	5	32	39	4.77
Satisfaction of expectations of the workshop				3	34	37	4.92
Adequacy of information for adaptation/ modification of activities			3	8	28	39	4.64

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

FLORIDA

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop			2	12	35	49	4.67
Logical sequence of workshop sessions			2	15	32	49	4.61
Preparation of workshop staff			1	9	39	49	4.78
Adequacy of session options			NOT	APPLICABLE			
Quality of workshop content		1	3		34	48	4.60
Adequacy of facilities/services		2	3	10	33	48	4.58
Applicability of knowledge/experiences gained for working with handicapped			2	12	35	49	4.67
Satisfaction of expectations of the workshop		2	3	12	32	49	4.51
Adequacy of information for adaptation/ modification of activities		2	4	12	31	49	4.47

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

MODEL SITE II

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop				6	15	21	4.71
Logical sequence of workshop sessions				7	14	21	4.67
Preparation of workshop staff				5	16	21	4.76
Adequacy of session options			1	5	5	11	4.36
Quality of workshop content			2	8	11	21	4.43
Adequacy of facilities/services			2	5	14	21	4.57
Applicability of knowledge/experiences gained for working with handicapped			2	6	13	21	4.52
Satisfaction of expectations of the workshop			3	6	12	21	4.14
Adequacy of information for adaptation/ modification of activities		2	2	10	7	21	4.05

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

TENNESSEE

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop	1			2	32	35	4.83
Logical sequence of workshop sessions	1		1	8	25	35	4.60
Preparation of workshop staff	1			6	28	35	4.71
Adequacy of session options			NOT	APPLICABLE			
Quality of workshop content	1		1	7	26	35	4.63
Adequacy of facilities/services		1	4	6	23	34	4.50
Applicability of knowledge/experiences gained for working with handicapped	1	2	3	11	18	35	4.23
Satisfaction of expectations of the workshop	1	1	3	9	21	35	4.37
Adequacy of information for adaptation/ modification of activities	1		9	7	18	35	4.17

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

MISSISSIPPI

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop				1	37	38	4.97
Logical sequence of workshop sessions				5	33	38	4.87
Preparation of workshop staff				2	36	38	4.95
Adequacy of session options			NOT	APPLICABLE			
Quality of workshop content				6	32	38	4.84
Adequacy of facilities/services			1	11	25	38	4.66
Applicability of knowledge/experiences gained for working with handicapped		2	1	20	15	38	4.26
Satisfaction of expectations of the workshop		1		14	23	38	4.55
Adequacy of information for adaptation/ modification of activities		4	7	12	15	38	4.00

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

SOUTHEASTERN STATES INSTITUTE '85

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop				11	50	51	4.78
Logical sequence of workshop sessions			3	20	28	51	4.49
Preparation of workshop staff			1	12	38	51	4.72
Adequacy of session options		1	3	12	34	50	4.58
Quality of workshop content			1	10	40	51	4.78
Adequacy of facilities/services			1	9	41	51	4.78
Applicability of knowledge/experiences gained for working with handicapped			1	21	26	48	4.52
Satisfaction of expectations of the workshop			3	14	32	49	4.59
Adequacy of information for adaptation/ modification of activities			4	18	27	49	4.47

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

NORTH CAROLINA

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop				8	20	28	4.71
Logical sequence of workshop sessions			1	6	21	28	4.71
Preparation of workshop staff				5	23	28	4.82
Adequacy of session options			NOT	APPLICABLE			
Quality of workshop content			2	7	19	28	4.61
Adequacy of facilities/services			3	7	18	28	4.54
Applicability of knowledge/experiences gained for working with handicapped		1	3	5	19	28	4.50
Satisfaction of expectations of the workshop			1	7	20	28	4.64
Adequacy of information for adaptation/ modification of activities		1	3	7	17	28	4.43

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

SOUTH CAROLINA

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop				8	22	30	4.73
Logical sequence of workshop sessions			3	13	13	29	4.34
Preparation of workshop staff				5	25	30	4.83
Adequacy of session options			NOT	APPLICABLE			
Quality of workshop content			2	10	18	30	4.53
Adequacy of facilities/services			1	13	16	30	4.50
Applicability of knowledge/experiences gained for working with handicapped			4	13	12	29	4.28
Satisfaction of expectations of the workshop			3	10	17	30	4.47
Adequacy of information for adaptation/ modification of activities			5	17	8	30	4.00

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

LAKE CUMBERLAND, KENTUCKY

QUESTION	FREQUENCY OF RESPONSES 1	2	3	5	TOTAL N	MEAN	
Overall organization of the workshop			1	45	46	4.98	
Logical sequence of workshop sessions			1	1	44	46	4.93
Preparation of workshop staff			1	1	44	46	4.93
Adequacy of session options				4	39	43	4.91
Quality of workshop content			1	1	44	46	4.93
Adequacy of facilities/services				2	44	46	4.96
Applicability of knowledge/experiences gained working with handicapped			2	4	40	46	4.83
Satisfaction of expectations of the workshop			1	3	42	46	4.89
Adequacy of information for adaptation/ modification of activities		1	3	5	36	45	4.69

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

LOUISIANA

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop		1		7	15	23	4.57
Logical sequence of workshop sessions		2	1	5	15	23	4.43
Preparation of workshop staff		1	1	4	17	23	4.61
Adequacy of session options			NOT	APPLICABLE			
Quality of workshop content			3	4	15	22	4.55
Adequacy of facilities/services		1	6	8	8	23	4.0
Applicability of knowledge/experiences gained for working with handicapped	1	2	7	3	10	23	3.82
Satisfaction of expectations of the workshop	2	1	6	4	10	23	3.82
Adequacy of information for adaptation/ modification of activities	1	1	10	4	7	23	3.65

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

ARKANSAS

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop				2	36	38	4.95
Logical sequence of workshop sessions			1	13	24	38	4.61
Preparation of workshop staff				3	35	38	4.92
Adequacy of session options			NOT	APPLICABLE			
Quality of workshop content			1	7	30	38	4.76
Adequacy of facilities/services		1	2	8	27	38	4.61
Applicability of knowled xperiences gained for working with pped		1	1	21	15	38	4.32
Satisfaction of expectations of the workshop		3	3	10	22	38	4.34
Adequacy of information for adaptation/ modification of activities		3	7	19	9	38	3.89

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

ALABAMA

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop				9	18	27	4.67
Logical sequence of workshop sessions				10	16	27	4.56
Preparation of workshop staff				3	24	27	4.89
Adequacy of session options			NOT APPLICABLE				
Quality of workshop content			1	8	18	27	4.63
Adequacy of facilities/services				5	22	27	4.81
Applicability of knowledge/experiences gained for working with handicapped			5	14	8	27	4.11
Satisfaction of expectations of the workshop		1	1	15	10	27	4.26
Adequacy of information for adaptation/ modification of activities			10	11	5	26	3.67

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

GEORGIA

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop	1			5	11	17	4.47
Logical sequence of workshop sessions		1		4	12	17	4.59
Preparation of workshop staff	1			3	13	17	4.59
Adequacy of session options			NOT	APPLICABLE			
Quality of workshop content		1		6	10	17	4.47
Adequacy of facilities/services	1		1	5	10	17	4.35
Applicability of knowledge/experiences gained for working with handicapped		1	3	5	8	17	4.18
Satisfaction of expectations of the workshop			3	6	8	17	4.29
Adequacy of information for adaptation/ modification of activities		1	4	4	8	17	4.12

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

WASHINGTON, D.C.

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop				6	11	17	4.65
Logical sequence of workshop sessions			4	8	5	17	4.06
Preparation of workshop staff				5	12	17	4.71
Adequacy of session options			NOT	APPLICABLE			
Quality of workshop content				7	10	17	4.59
Adequacy of facilities/services			1	2	14	17	4.76
Applicability of knowledge/experiences gained for working with handicapped				8	9	17	4.53
Satisfaction of expectations of the workshop			2	7	8	17	4.35
Adequacy of information for adaptation/ modification of activities			7	3	7	17	4.00

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

MARYLAND AND VIRGINIA

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop					16	17	4.94
Logical sequence of workshop sessions				1	16	17	4.94
Preparation of workshop s[illegible]					17	17	5.00
Adequacy of session option[illegible]			NOT	APPLICABLE			
Quality of workshop content				2	15	17	4.88
Adequacy of facilities/services					17	17	5.00
Applicability of knowledge/experiences gained for working with handicapped			2	4	11	17	4.88
Satisfaction of expectations of the workshop			2	5	10	17	4.47
Adequacy of information for adaptation/ modification of activities			2	4	11	17	4.53

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

WEST VIRGINIA

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop			3	3	3	9	4.00
Logical sequence of workshop sessions			1	3	5	9	4.44
Preparation of workshop staff		1		2	6	9	4.44
Adequacy of session options			NOT	APPLICABLE			
Quality of workshop content			3	1	5	9	4.22
Adequacy of facilities/services			3	3	3	9	4.0
Applicability of knowledge/experiences gained for working with handicapped			2	5	2	9	4.0
Satisfaction of expectations of the workshop			3	2	4	9	4.11
Adequacy of information for adaptation/ modification of activities		1	2	2	4	9	4.0

FREQUENCY DISTRIBUTION AND MEANS FOR OVERALL EVALUATION

NATIONAL INSTITUTE '86

QUESTION	FREQUENCY OF RESPONSES 1	2	3	4	5	TOTAL N	MEAN
Overall organization of the workshop			2	9	40	51	4.75
Logical sequence of workshop sessions				13	38	50	4.84
Preparation of workshop staff			1	6	44	51	4.84
Adequacy of session options			2	16	33	51	4.61
Quality of workshop content			1	9	41	51	4.78
Adequacy of facilities/services			2	6	43	51	4.80
Applicability of knowledge/experiences gained for working with handicapped			2	10	39	51	4.73
Satisfaction of expectations of the workshop			2	9	40	51	4.75
Adequacy of information for adaptation/ modification of activities		1	2	18	30	51	4.51